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ABSTRACT

This curriculum guide is based on the Louisiana State Minimum Competencies for Health Education. This guide consists of extensive outlines of major content areas in health education with recommended activities to facilitate learning at specified levels. The content areas are: (1) communicable and noncommunicable disease; (2) consumer health; (3) environmental and community health; (4) family living; (5) nutrition; (6) mental and emotional health; (7) personal health; (8) safety and first aid; and (9) substance use and abuse. The guide has been developed for the kindergarten through tenth grades at four competency levels: Level I, kindergarten through third grades; Level II, fourth through sixth grades; Level III, seventh and eighth grades; and Level IV, ninth and tenth grades. With each content area, a course outline, topics, student objectives, and activities to achieve student objectives are provided. Following each section is a bibliography of reading materials for educators and print and nonprint resources for further information on the topic.

(JD)

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STATE OF LOUISIANA
DEPARTMENT OF EDUCATION

COMPREHENSIVE HEALTH EDUCATION

CURRICULUM GUIDE

GRADES K - 10

BULLETIN NO. 1596

1981

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J. KELLY NIX
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FOREWORD

Act 750 of the 1979 Louisiana Legislature established the Louisiana Competency-Based Education Program. One of the most important provisions of Act 750 is the mandated "development and establishment of statewide curriculum standards for required subjects for the public elementary and secondary schools of this state...." The "statewide curriculum standards for required subjects" is defined as "the required subjects to be taught, curriculum guides which contain minimum skills and competencies, suggested activities, suggested materials of instruction, and minimum required time allotments for instruction in all subjects." Act 750 further provides that the "effective implementation date of the statewide curriculum standards for required subjects shall be the 1981-82 school year. Development of such curriculum shall begin by the 1979-80 school year."

During the 1979-80 school year, a curriculum guide was developed by advisory and writing committees representing all levels of professional education and all geographic areas across the state of Louisiana for grades K-10 in Comprehensive Health Education.

The major thrust of the curriculum development process has been the establishment of minimum standards for student achievement. Learning expectancies for mastery have been determined for each grade level. In addition, content outlines, suggested activities, procedures, and bibliographies have been developed as aids in support of the learning expectancies. The curriculum guides also contain activities designed to stimulate learning for those students capable of progressing beyond the minimums.

During the 1980-81 school year, the curriculum guide was piloted by teachers in school systems representing the different geographic areas of the state as well as urban, suburban, inter-city, and rural schools. The standard populations involved in the piloting reflect also the ethnic composition of Louisiana's student population. Participants involved in the piloting studies will utilize the curriculum guides to determine the effectiveness of the materials that were developed. Based upon the participants' recommendations at the close of the 1980-81 pilot study, the curriculum guide was revised to ensure that it is usable, appropriate, accurate, comprehensive, relevant, and clear.

Following the mandate of Act 750, the revised curriculum guide will be implemented statewide in the 1981-82 school year. The statewide implementation is not, however, the end of the curriculum development process. A continuing procedure for revising and improving curricular materials must be instituted to ensure that Louisiana students have an exemplary curriculum available to them--a curriculum that is current, relevant, and comprehensive. Such a curriculum is essential for the achievement of the goal of this administration to provide the best possible educational opportunities for each student in the public schools of Louisiana.

I wish to express my personal gratitude and that of the Department of Education to each teacher and each administrator whose efforts and assistance during the stages of curriculum development were vital to the attainment of our curricular goals.


J. KELLY NIX

ACKNOWLEDGMENTS

This publication represents the cooperative efforts of personnel in the Bureau of Secondary Education and the Bureau of Curriculum, Inservice, and Staff Development in the Office of Academic Programs, Louisiana State Department of Education. Serving as chairpersons in the development of the guide were Joyce Moore and Mike Glisson, Supervisors of Health, Physical Education and Recreation. Special recognition goes to members of the steering, writing, piloting and revision committees who worked diligently to make this publication a reality.



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CONTENTS

FOREWORD	ii
ACKNOWLEDGMENTS	iv
MEMBERS OF CURRICULUM COMMITTEES	v
INTRODUCTION	xvii
CONTENT AND SEQUENCE CHART	1
CONTENT AREAS	
I. COMMUNICABLE AND NONCOMMUNICABLE DISEASE	2
II. CONSUMER HEALTH	31
III. ENVIRONMENTAL AND COMMUNITY HEALTH	47
IV. FAMILY LIVING	62
V. NUTRITION	89
VI. MENTAL AND EMOTIONAL HEALTH	142
VII. PERSONAL HEALTH	162
VIII. SAFETY AND FIRST AID	188
IX. SUBSTANCE USE AND ABUSE	226

INTRODUCTION

The need for health education instruction is greater in today's contemporary society than in decades past because of the ever increasing range and variety of choices and decisions that must be made which directly or indirectly (negatively or positively) affect the total quality of human existence. Health instruction to date has been sporadic, incidental and with no real purpose or direction, but today's findings and advances in the medical and behavioral sciences can serve to improve and maintain the quality of personal well-being for all individuals if they become knowledgeable and choose to convert this information into positive health behavior.

The need for programs of comprehensive health education in the public schools of Louisiana has been apparent for several years. For effective health instruction to be implemented, educators must identify significant health content areas, determine the scope, sequence and grade level placement of all designated content materials and define the essential competencies expected at various educational levels.

This document was designed to assist educators with the task of ensuring that all students in Louisiana will attain at least minimal competencies in health education--fundamental competencies pertinent to the acquisition of explicit knowledge and the development of process skills (decision making, valuing, problem solving, etc.) as they become necessary in the maintenance of personal health and human betterment. This writing includes the Louisiana State Minimum Competencies for Health Education and suggests the levels at which specific content mastery is expected. Also included are extensive outlines of each of the identified major content areas in health with activities recommended for each outline that can serve

to expedite and facilitate learning. The curriculum guide has been developed for grades K-10 with the following levels being identified: Level I K-3, Level II 4-6, Level III 7-8, Level IV 9-10.

The development and adoption of performance objectives in health education was an attempt to provide guidance and direction for any school district in Louisiana seeking to develop meaningful content and effective approaches. The total curriculum guide was an attempt to provide a unified approach to health teaching relative to progressive planning, scope and sequence throughout the school years. This document provides flexibility that will allow individual schools or school districts to develop and/or expand their health programs as unique differences and needs arise. The guide provides complete and comprehensive outlines for each content area. However, only the content material relevant to the mastery of each identified minimal competencies must be taught. Regardless of locale or school system, each school health instructional program will be based upon the specific needs and interests of the particular population involved.

The Health Education Instructional Model included in this guide suggests that the successful development of student competencies (as they relate to the acquisition of knowledge, attitudes and positive behavior) in health education, is dependent upon and interrelated to the quality and preparation of the health faculty; support, understanding, and involvement of an enlightened community; the administrative recognition and support that emphasizes the need for sequential, progressive and relevant academic programs; and the utilization of related health services and resources which can expedite learning and serve as educational extensions of the regular classroom.

HEALTH EDUCATION INSTRUCTIONAL MODEL

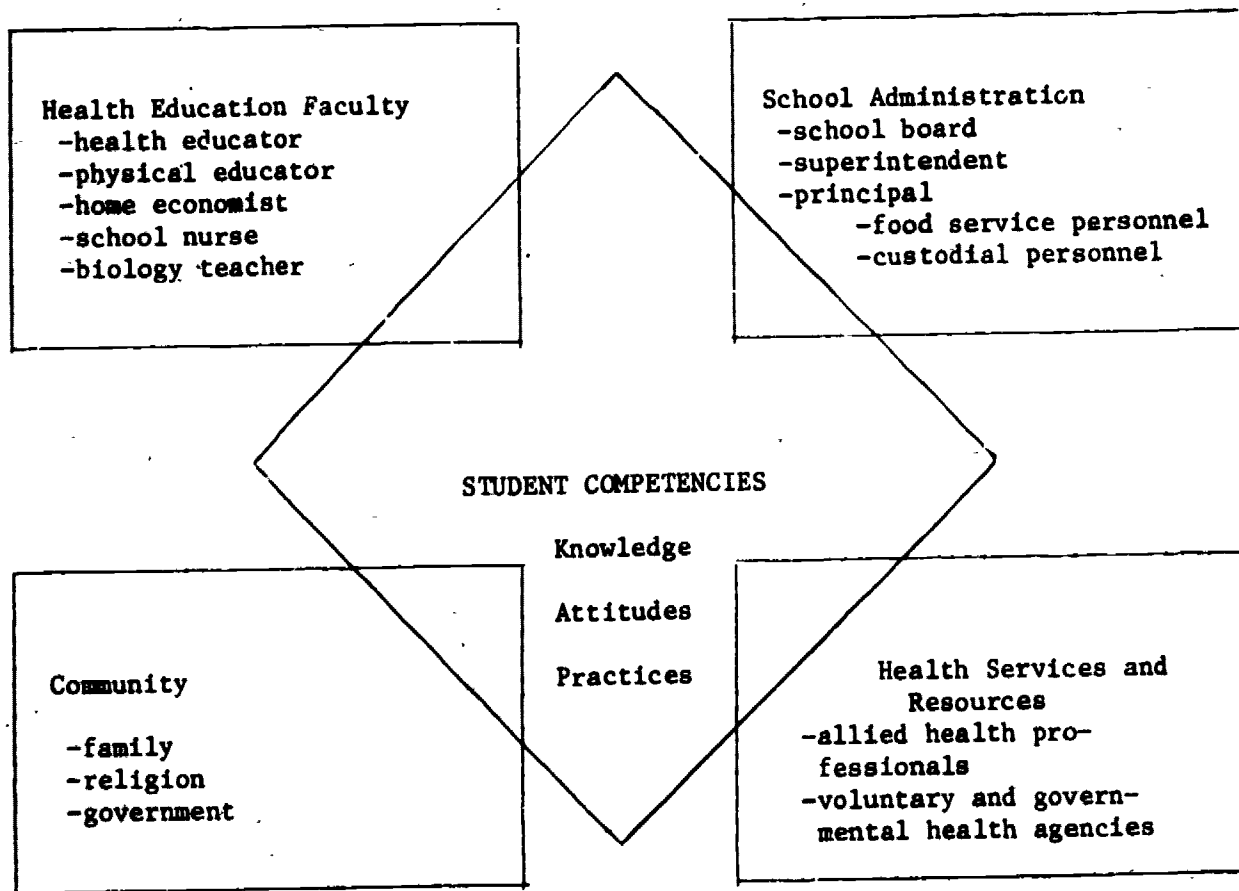


Figure I

COMPREHENSIVE HEALTH EDUCATION CURRICULUM

CONTENT AND SEQUENCE CHART

Content Areas	Competency Level I			Competency Level II			Competency Level III		Competency Level IV			
	K-1	2	3	4	5	6	7	8	9	10	11	12
COMMUNICABLE AND NONCOMMUNICABLE DISEASE			X		X			X		X		
CONSUMER HEALTH		X				X		X		X		
ENVIRONMENTAL AND COMMUNITY HEALTH		X				X		X		X		
FAMILY LIVING	X		X			X		X		X		
NUTRITION	X		X		X		X		X			
MENTAL AND EMOTIONAL	X				X		X			X		
PERSONAL HEALTH	X			X			X		X			
SAFETY AND FIRST AID	X			X			X		X			
SUBSTANCE USE AND ABUSE		X				X	X		X			

COMMUNICABLE AND NONCOMMUNICABLE DISEASE

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. Illness vs. Wellness</p> <p>A. Characteristics of illness</p> <ol style="list-style-type: none"> 1. Fever 2. Tiredness 3. Loss of appetite <p>B. Characteristics of wellness</p> <ol style="list-style-type: none"> 1. Good mental state 2. Energy 3. Good appearance <p>II. Difference between communicable and noncommunicable diseases</p> <p>A. Communicable</p> <ol style="list-style-type: none"> 1. Disease transmittable to numbers of people <p>B. Noncommunicable</p> <ol style="list-style-type: none"> 1. Disease not transmittable to other persons 	<p>The student:</p> <p>I. Identifies characteristics of illness and wellness associated with states of illness and wellness.</p> <p>II. Differentiates between communicable and noncommunicable diseases.</p>	<p>I. A skit depicting an ill person and a skit depicting a well person. Students are to tell how they knew which was which. Compare and contrast what the ill person says as to the well person.</p> <p>Students who have magazines at home are asked to bring pictures depicting wellness and illness.</p> <p>I. Show students various pictures depicting both well and ill people. Have students identify characteristics of wellness vs. illness.</p> <p>II. Student A is given a partially eaten apple by Student B, who has a cold or other communicable (transmitted via food or utensil for eating food). Ask Student A if he/she should eat the rest of the apple. Have student explain why he/she would not eat the apple.</p>

24

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>III. Communicable Disease</p> <p>A. Transmission of disease</p> <ol style="list-style-type: none"> 1. By way of air <ol style="list-style-type: none"> a. Talking b. Sneezing 2. By way of contact <ol style="list-style-type: none"> a. People b. Coughing c. Insects d. Plants e. Objects 3. Diseases caused by parasites <ol style="list-style-type: none"> a. Scabies <ol style="list-style-type: none"> 1) Method of transmission 2) Signs and symptoms 3) Treatment 4) Prevention b. Head lice c. Others <ol style="list-style-type: none"> 1) Hookworms 2) Pinworms 3) Roundworms <p>B. Prevention and control</p> <ol style="list-style-type: none"> 1. Good health habits 	<p>The student:</p> <p>III. Identifies major methods of disease transmission.</p> <p>III. Identifies good personal health habits.</p> <p>III. Lists methods of transmission, signs, symptoms and preventive measures for scabies and head lice.</p>	<p>III. Using poster depict various modes of transmission of disease and have students locate and circle each mode depicted.</p> <p>III. Make a chart listing some good and bad health habits. Discuss the reasons that each habit is good or bad.</p> <p>III. Student A is given another student's comb, brush or hat. Ask Student B if he/she should use the comb, brush or hat. Have student explain to the student why he/she should not use the comb, brush or hat.</p> <p>III. Filmstrip: "Ways to Avoid Illness," Walt Disney Productions, 500 South Buena Vista Street, Burbank, CA 91521</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>1) Covering mouth when sneezing 2) Washing hands 3) Don't put objects in mouth</p> <p>IV. Personal choice behaviors to maintain health and prevent diseases. A. Proper diet B. Regular exercise C. Rest and Sleep</p>	<p>The student:</p> <p>IV. Identifies personal choice behaviors that reduce chances of diseases.</p>	<p>IV. Have the students keep a 3-day diet. Have the students evaluate their diets to see that they meet daily requirements for essential nutrients.</p> <p>IV. Regular exercise Activity: Have the student keep height and weight charts and take a pulse rate test, keeping result for one month.</p> <p>IV. Role play on what individuals do to relax.</p> <p>IV. Class will make collage depicting relaxation.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. Communicable disease-causing organisms</p> <ul style="list-style-type: none"> A. Bacteria B. Virus C. Parasites D. Fungi <p>II. Methods of transmission of communicable disease-causing organisms.</p> <ul style="list-style-type: none"> A. Airborne <ul style="list-style-type: none"> 1. Colds and flu B. Waterborne <ul style="list-style-type: none"> 1. Dysentery C. Food-borne <ul style="list-style-type: none"> 1. Botulism D. Direct contact <ul style="list-style-type: none"> 1. Impetigo E. Insect-borne <ul style="list-style-type: none"> 1. Malaria F. Parasites <ul style="list-style-type: none"> 1. Pinworms G. Rodents/animals <ul style="list-style-type: none"> 1. Rabies 	<p>The student:</p> <p>II. Lists seven ways in which diseases are transmitted.</p>	<p>I. Have students construct bulletin board showing causes of communicable disease by organisms.</p> <p>I. Integrate the following words into the students' vocabulary list: bacteria, virus, parasites and fungi.</p> <p>II. The student will discuss the methods of transmission of communicable disease-causing organisms including airborne, waterborne, food-borne, direct contact, insect-borne, parasites, and rodents and animal transmission.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>III. Prevention of Communicable Diseases</p> <p>A. Personal health habits</p> <ol style="list-style-type: none"> 1. Personal hygiene 2. Exercise 3. Rest 4. Nutrition <p>B. Natural body defenses</p> <ol style="list-style-type: none"> 1. Skin 2. Membranes 3. Tears 4. Blood 	<p>The student:</p> <p>III. Differentiates between natural and chemical defenses of the body.</p>	<p>III. The student will construct a booklet on personal health habits important in the prevention of communicable diseases giving five examples for the following: personal hygiene, exercise, rest, and nutrition. Find pictures to illustrate each.</p> <p>III. Have one student play the role of a person sleeping, and another student role play as a person having a sleepless night. The class observes and discusses the skit listing possible health results for each situation.</p> <p>III. Students will play a game of scramble, finding the natural and chemical defenses. The words to be found are skin, membrane, tears, blood, natural immunity, acquired immunity and immunizations. An example of the game would be:</p>

7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>C. Immunity</p> <ol style="list-style-type: none"> 1. Natural immunity 2. Acquired immunity (immunization) <p>IV. Noncommunicable Diseases</p> <ol style="list-style-type: none"> A. Basic information on most common noncommunicable diseases B. Incidence of noncommunicable diseases <p>V. Personal choice behaviors affecting noncommunicable diseases</p> <ol style="list-style-type: none"> A. Nutrition 	<p>The student:</p> <p>IV. Differentiates between communicable and noncommunicable diseases.</p> <p>V. Lists four nutritional practices and describes a health condition related to each.</p>	<p><u>Find the word skin</u></p> <p>A C D N I J I V W K R T S O P Q</p> <p>III. Show the film or filmstrip about how the body has natural defenses and natural immunity to protect the body against communicable diseases.</p> <p>IV. Students will participate in a knowledge and spelling game. The class will be divided into two teams. The teacher will be the judge. A team will receive one point for correctly spelling one communicable or noncommunicable disease and one point for correctly categorizing it.</p> <p>V. Invite speaker from the Health Clinic to speak to the students on nutrition. Speaker should center his speech on cholesterol,</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>1. Maintenance of desirable body weight--obesity</p> <p>2. Cholesterol - heart attack</p> <p>3. Salt - hypertension</p> <p>4. Fad foods - poor nutrition</p> <p>B. Exercise</p> <p>1. Effect on body functions</p> <p>a. Heart becomes stronger thus increasing blood flow</p> <p>b. Oxygen exchange and circulation become more efficient</p> <p>c. Improved pulse rate</p> <p>2. Effect on mental attitude</p> <p>a. Good muscle tone increases feeling of well-being</p>	<p>The student:</p> <p>V. Discusses the three effects of exercise on cardiovascular function.</p>	<p>salts, fatty foods, and maintenance of desirable body weight.</p> <p>V. Class discusses exercise for cardiovascular efficiency.</p> <p>V. Allow class to run in place and check pulse rate, before and after exercise.</p> <p>V. Show a film of the effects of exercise on the cardiovascular system.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>C. Smoking</p> <ol style="list-style-type: none"> 1. Effect on body functions <ol style="list-style-type: none"> a. Tar and nicotine carry irritation to the throat, bronchial tubes and lungs. b. Carbon monoxide reduces oxygen carrying capacity of the blood. c. Nicotine increases heart rate, blood pressure, cardiac output and stroke volume of the heart. 2. Smoking as a contributing factor in cancer and in heart disease. 	<p>The student:</p> <ol style="list-style-type: none"> V. Describes three effects of smoking on body functions. 	<ol style="list-style-type: none"> V. Invite guest speaker from Heart Association. V. Have the students make a bulletin board on the harmful effects of smoking. V. Construct a crossword puzzle using these words: Cancer, Nicotine, Tar, Heart, Lungs, Disease, Stroke, Cough, Blood, Heart Rate, Blood Pressure, etc. V. Have the students do experiment showing the effects of smoking on their lungs. (Example: passing cigarette smoke through a white handkerchief.) V. Have the students do a survey on people who smoke. Ask questions like: When started? Why? Do you enjoy it? Wish you could stop?

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>D. Stress</p> <ol style="list-style-type: none"> 1. Definition 2. Effect on emotional and physiological functioning 	<p>The student:</p>	<ol style="list-style-type: none"> V. Compare heart rate of smokers to nonsmokers. Using family, friends, or other people around home, check the pulses. V. Small group discussions; have each group make a list of some of the causes of stress and how to avoid stress. V. After the class makes a list of causes of stress, have each student check off any stressful situations they encountered for one week.

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. Classification of organism which causes disease</p> <p>A. Diseases caused by bacteria</p> <p>1. Venereal diseases</p> <p>a. Signs and symptoms</p> <p>1) Gonorrhea</p> <p>2) Syphilis</p> <p>a) Primary stage</p> <p>b) Secondary stage</p> <p>c) Tertiary stage</p> <p>b. Prevention</p> <p>1) Legal responsibilities</p> <p>c. Treatment</p> <p>2. Pneumonia</p> <p>a. Signs and symptoms</p> <p>b. Prevention</p> <p>c. Treatment</p> <p>B. Disease caused by virus</p> <p>1. Mononucleosis</p>	<p>The student:</p> <p>I. Identifies the most common signs and symptoms of mononucleosis.</p>	<p>I. Discuss pneumonia, including causes and prevention.</p> <p>I. The students will design and create a bulletin board depicting signs, symptoms and method of preventing mononucleosis.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>a. Signs and symptoms</p> <ol style="list-style-type: none"> 1) Swollen glands 2) Fever 3) Weakness 4) Fatigue 5) General discomfort <p>b. Prevention</p> <ol style="list-style-type: none"> 1) Avoid personal contact 2) Avoid communal use of utensils, etc. 3) Blood transfusions <p>2. Mumps</p> <ol style="list-style-type: none"> a. Signs and symptoms b. Prevention <p>C. Disease caused by parasites</p> <ol style="list-style-type: none"> 1. Scabies <ol style="list-style-type: none"> a. Method of transmission b. Signs and symptoms c. Treatment d. Prevention 	<p>The student:</p>	<p>I. The student will survey their families to see who has had mumps and will report back to class. They will study the cumulative results of the class as a research project.</p> <p>I. Students will research and report to class on medical progress in areas of diseases caused by parasites.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<ul style="list-style-type: none"> 2. Head lice 3. Others <ul style="list-style-type: none"> a. Hookworms b. Pinworms c. Roundworms D. Disease caused by fungi <ul style="list-style-type: none"> 1. Athlete's Foot <ul style="list-style-type: none"> a. Signs and symptoms b. Treatment c. Prevention 2. Ringworm II. Prevention, Treatment and Control of Communicable Diseases <ul style="list-style-type: none"> A. Personal prevention <ul style="list-style-type: none"> 1. Cleanliness <ul style="list-style-type: none"> a. Personal b. Environmental 2. Contact <ul style="list-style-type: none"> a. Direct b. Indirect 3. Regular medical examinations B. Community prevention <ul style="list-style-type: none"> 1. Education 2. Isolation 3. Disinfection 4. Preventive inoculation 	<p>The student:</p>	<p>II. Students will write a report contrasting sanitation/personal health practices of today with those of a century ago, as well as including increasing needs of the future.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>C.. Treatment and control</p> <ol style="list-style-type: none"> 1. Community resources <ol style="list-style-type: none"> a. Physicians b. Health Department c. Hospitals 2. Agencies that monitor diseases <ol style="list-style-type: none"> a. Official health agencies <ol style="list-style-type: none"> 1) City Health Department or Parish Health Department 2) State Health Department 3) Center for Disease Control 3. Sources responsible for reporting <ol style="list-style-type: none"> a. Schools b. Physicians c. Hospitals and special clinics 	<p>The student:</p> <ol style="list-style-type: none"> II. Identifies preventive community health resources. 	<ol style="list-style-type: none"> II. Invite a guest speaker from a local public health department to come in and talk on communicable disease and disease control. II. Assign students to interview representatives from community responsible for the treatment and control of disease. The students will give an oral report from the interview.

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>III. Noncommunicable Diseases</p> <p>A. Cardiovascular</p> <ol style="list-style-type: none"> 1. Stroke <ol style="list-style-type: none"> a. Causes b. Symptoms c. Preventions 2. Hypertension <ol style="list-style-type: none"> a. Causes b. Symptoms c. Preventions 3. Coronary Heart Disease <ol style="list-style-type: none"> a. Causes b. Symptoms c. Preventions 4. Arteriosclerosis <ol style="list-style-type: none"> a. Causes b. Symptoms c. Preventions 5. Other heart conditions <ol style="list-style-type: none"> a. Causes b. Symptoms c. Preventions <p>B. Respiratory</p> <ol style="list-style-type: none"> 1. Emphysema <ol style="list-style-type: none"> a. Causes b. Treatment 	<p>The student:</p> <p>III. Lists the four most common cardiovascular diseases and gives the symptoms and prevention.</p>	<p>III. Review the function of heart/lungs.</p> <p>III. By use of diagram, trace circulation of blood through the circulatory system.</p> <p>III. Invite an internist or cardiologist to discuss anatomy and physiology of heart and lungs.</p> <p>III. Conduct library research and report the latest findings on cholesterol and heart disease.</p> <p>III. Plan a day's menu for a person who has been diagnosed as having arteriosclerosis.</p> <p>III. List jobs that may be hazardous to people with emphysema or chronic bronchitis. Tell why.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>2. Chronic Bronchitis</p> <p>a. Causes</p> <p>b. Treatment</p> <p>3. Lung cancer</p> <p>a. Causes</p> <p>b. Treatment</p> <p>4. Asthma</p> <p>a. Causes</p> <p>b. Treatment</p> <p>5. Allergies</p> <p>a. Causes</p> <p>b. Treatment</p> <p>C. Glandular</p> <p>1. Diabetes</p> <p>a. Heredity</p> <p>b. Early onset</p> <p>c. Adult onset</p> <p>D. Nervous System</p> <p>1. Epilepsy</p> <p>a. Definition</p> <p>b. Causes</p> <p>c. Signs and symptoms</p> <p>d. Treatment</p>	<p>The student:</p> <p>III. Identifies factors contributing to emphysema and chronic bronchitis.</p> <p>III. Lists steps to follow in caring for a person during a seizure.</p>	<p>III. Interview people who have emphysema or chronic bronchitis and learn how their life activities have been changed. Report to class and discuss results.</p> <p>III. Students are divided into groups where epilepsy and the emotional aspects of seizure disorders are discussed. Include discussion of treatment and care.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>2. Cerebral Palsy</p> <ul style="list-style-type: none"> a. Definition b. Causes c. Signs and Symptoms d. Treatment <p>3. Multiple Sclerosis</p> <ul style="list-style-type: none"> a. Definition b. Causes c. Signs and symptoms d. Treatment <p>E. Muscular Dystrophy</p> <ul style="list-style-type: none"> 1. Muscular Dystrophy 	<p>The student:</p>	<p>III. The class invites a local physical therapist, nurse, or social worker to discuss Cerebral Palsy and its impact on the family. The students and teacher brainstorm before the visit to find out what they know about the subject and outline questions they have about the disease before arrival of speaker.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. Overview of disease producing organisms and the importance in the spread of communicable diseases.</p> <p>A. Organisms that produce disease</p> <ol style="list-style-type: none"> 1. Viruses 2. Bacteria 3. Fungi 4. Protozoa 5. Parasitic worms <p>B. Course of communicable diseases</p> <ol style="list-style-type: none"> 1. Transmission 2. Incubation 3. Typical illness stage <ol style="list-style-type: none"> a. Types of outbreaks <ol style="list-style-type: none"> 1) Sporadic 2) Endemic 3) Epidemic 4) Pandemic 4. Convalescence 5. Termination <ol style="list-style-type: none"> a. Resusceptibility b. Carrier c. Immunity 	<p>The student:</p> <p>I. Lists the symptoms of at least three major common communicable diseases (measles, mumps, and chickenpox).</p>	<p>I. With the help of your parents, write a paper describing a childhood disease which you have had. Give the paper a personal title.</p> <p>I. A selected student visits and interviews an epidemiologist at the local Public Health Unit. The student reports on the results of interview, including the four types of outbreaks of communicable disease showing each type on a map of the world.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>II. Individual responsibility with communicable diseases</p> <p>A. Preventive measures</p> <ol style="list-style-type: none">1. Individual knows signs and symptoms of common communicable diseases2. Regular medical check-ups <p>B. Remedial measures</p> <ol style="list-style-type: none">1. Recognize need for and seek professional help <p>III. Community Responsibility</p> <p>A. Reporting to official health agencies to tabulate data and monitor trends</p> <p>B. Education</p> <p>IV. Noncommunicable Diseases</p> <p>A. Cancer</p> <ol style="list-style-type: none">1. Sites of cancer<ol style="list-style-type: none">a. Breastb. Colon and Rectumc. Orald. Lunge. Skinf. Uterus	<p>The student:</p> <p>IV. Lists the most common sites of cancer.</p>	<p>IV. Hand out outlines of male and female figures and have students identify the percentages, by sites, of various forms of cancer from 1950 to the present. Class discussion on possible reasons for changes.</p>


CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<ul style="list-style-type: none">g. Kidney and Bladderh. Prostatei. Bloodj. Lymph <p>2. Warning signs and symptoms of cancer</p> <ul style="list-style-type: none">a. Any <u>change</u> in normal bowel habitsb. Any <u>sore</u> that does not healc. <u>Unusual</u> bleeding or discharge from any of the natural, body openingsd. A lump or <u>thickening</u> in the breast or elsewheree. Persistent <u>indigestion</u> or difficulty in swallowingf. <u>Obvious</u> change in a wart or moleg. <u>Nagging</u> hoarseness or cough <p>3. Self-breast examination</p> <ul style="list-style-type: none">a. Stand with arms raised before mirror,	<p>The student:</p> <p>IV. Identifies the seven major warning signs of cancer.</p> <p>IV. Describes the technique for performing self-examination.</p>	<p>IV. Show a current film on the seven warning signs of cancer to the students.</p> <p>IV. Give students handouts on Breast Self-Examination and Prostatic Examination. Show film on</p>



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CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>therapy</p> <p>c. Radiation exposures</p> <p>d. Others</p> <p>2. Prevention</p> <p>a. Family History (hereditary factor)</p> <p>b. Counseling</p> <p>C. Kidney disease</p> <p>1. Functions of kidney</p> <p>2. Effects of disease</p> <p>3. Relationship with tumors, cysts and stones</p> <p>D. Cardiovascular</p> <p>1. Overview</p> <p>2. Incidence</p> <p>3. Positive benefits</p> <p>a. Increase stroke volume</p> <p>b. Increase cardiac output</p>	<p>The student:</p> <p>IV. Explains the hereditary factors in prevention of genetic diseases.</p>	<p>research including Cerebral Palsy, Thalidimide Births, etc.</p> <p>IV. Case History (An 18-year-old girl decides to visit a genetic counselor before marriage as she is concerned about having a child with Sickle Cell Anemia as her sister did): The students have an open discussion, write reports on congenital and hereditary defects.</p> <p>IV. The teacher shows a film strip "More Than Love" (National Foundation March of Dimes - Congenital and Hereditary Defects).</p> <p>IV. Have each student make a list of things he does each day to develop cardiovascular fitness. Compare lists in small groups. Discuss areas where improvement is necessary to give suggested remedies.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>c. Increases oxygen carrying capacity of the blood</p> <p>d. Decreases heart rate</p> <p>e. Decreases blood pressure</p> <p>4. Advances in heart research</p> <p>E. Environmental Agents</p> <ol style="list-style-type: none"> 1. Tobacco 2. Alcohol 3. Viruses and bacteria 4. Over the counter drugs 5. Nutrition 6. Stress 	<p>The student:</p> <p>IV. Describes environmental agents which affect the development of the fetus.</p>	<p>IV. Have students prepare a report on the physical fitness requirements to enter the military or the military academies, and include reasons for rejection.</p> <p>IV. Demonstrate the correct way to take pulse. Record the pulse rate of an athlete vs. a non-athlete during rest, during activity and during the post activity recovery period.</p> <p>IV. Independent research by the students to gather information on the effects of smoking on pregnant women. Students are encouraged to cite statistics and references.</p> <p>IV. Have students interview a smoker of 10 years or more. The smoker must be 18 years of age or older. Ask such questions as:</p> <ol style="list-style-type: none"> 1. Why did you start? 2. Do you know the dangers? 3. Could you quit if you wanted?

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>V. Community Resources</p> <ul style="list-style-type: none"> A. Official health agencies B. Voluntary and private health agencies C. Private physician D. Hospitals and special clinics E. Special programs 	<p>The student:</p> 	<ul style="list-style-type: none"> 4. If yes, why don't you? 5. Does smoking harm you in any way? How? 6. What advice would you give to nonsmokers? <p>IV. Have students analyze the interviews in groups and report findings to class.</p>

TOPIC AREA COMMUNICABLE AND NONCOMMUNICABLE DISEASE
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TOPIC AREA COMMUNICABLE AND NONCOMMUNICABLE DISEASE

Sources of free and inexpensive health education materials:

Abbott Laboratories
Department 383
Abbott Park
North Chicago, IL 60064

Allergy Foundation of America
801 Second Avenue
New York, NY 10017

American Cancer Society
(contact local office)

American Diabetes Association
600 Fifth Avenue
New York, NY 10020

American Heart Association
(contact local office)

American Lung Association
(contact local office)

American Medical Association
535 North Dearborn Street
Chicago, IL 60610

Arthritis Foundation
3400 Peachtree Road, N.E.
Atlanta, GA 30326

Ayerst Laboratories
685 Third Avenue
New York, NY 10017

Cancer Association of Greater N.O., Inc.
211 Camp Street - Room 600
New Orleans, LA 70130 - 502-522-4456
(Laurie Ferguson - available for workshops)

Center for Disease Control
1600 Clifton Rd., N.E.
Atlanta, GA 30353

Connecticut General Life Insurance Co.
Advertising and Public Relations
Hartford, CO 06115

Eli Lilly and Company
P. O. Box 100B
Indianapolis, IN 46206

Epilepsy Foundation of America
1828 L. Street, N.W., Suite 406
Washington, DC 20036

Juvenile Diabetes Foundation
3701 Conshohocken Avenue
Philadelphia, PA 19131

Muscular Dystrophy Association, Inc.
810 Seventh Avenue
New York, NY 10019

National Cystic Fibrosis Foundation
60 East 44th Street
New York, NY 10017

TOPIC AREA COMMUNICABLE AND NONCOMMUNICABLE DISEASE

National Foundation
1275 Mamaroneck Avenue
White Plains, NY 10605

National Institute of Health
National Institute of Neurological and
Communicative Disorders and Stroke
Public Inquiries
Bethesda, MD 20014

National Institute of Health
National Institute of Arthritis, Metabolism
and Digestive Diseases
Bldg. 31, Room 9A04
Bethesda, MD 20014

National Multiple Sclerosis Society
205 East 42nd Street
New York, NY 10017


Pfizer, Inc.
235 East 42nd Street
New York, NY 10017

Prudential Insurance Co. of America
Public Relations Department
Prudential Plaza
Newark, NJ 07101

CONSUMER HEALTH

79

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. A consumer is one who uses goods and services.</p> <p>A. Goods used by consumers</p> <ol style="list-style-type: none"> 1. Foods 2. Clothing 3. Drugs 4. Toys 5. Chemicals <p>II. Advertising influences consumer choices.</p> <p>A. Appeals to 5 senses</p> <ol style="list-style-type: none"> 1. Color 2. Sound 3. Taste 4. Touch 5. Smell <p>III. One way consumers are protected is through the labeling of products</p>	<p>The student:</p> <p>I. Given the definition of consumer, matches the word with word with the meaning.</p> <p>II. Given a set of advertisements, points out the factors which make the product appealing.</p>	<p>I. Ask students to tell about the first time someone gave them money to buy candy or a toy. Ask if they can remember buying something that gave them pleasure, something that did not work, or candy that they did not like. Have them relate the feelings experienced at this time.</p> <p>I. Discuss the statement, "Everyone is a health consumer."</p> <p>II. Ask the students to visit a supermarket and make a list of things they would like to buy. In class, draw pictures of their choices. Discuss what made the products attractive</p> <p>II. Act out TV commercials pertaining to health information. Have the class discuss the effects on the listener, reader, or viewer.</p> <p>III. Bring to class toys, food containers, drug containers, and clothing. Identify and discuss</p>

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<p>A. Some products which are labeled</p> <ol style="list-style-type: none"> 1. Food 2. Toys 3. Clothing 4. Drugs <p>B. Types of symbols</p> <ol style="list-style-type: none"> 1. Poison (Mr. Yuk)  <p>IV. People are trained to keep us healthy</p> <p>A. Health Specialists</p> <ol style="list-style-type: none"> 1. Doctor 2. Nurse 3. Dentist 4. Pharmacist 5. Teacher 6. Others 	<p>The student:</p> <p>IV. Given a series of pictures of health specialists at work, identifies each one by name.</p>	<p>the protective labels.</p> <p>III. Draw or reproduce protective symbols from consumer health products. Have the students match the protective symbol to its meaning.</p> <p>III. Display in the classroom a group of toys, some of which are safe for children, others which have obvious safety defects (button eyes, small wheels, sharp edges, etc.). Have the students choose the safe toys. Examine the remaining toys and have the students point out the unsafe feature of each.</p> <p>IV. Have the class report on health personnel and tell how they are important to our good health.</p> <p>IV. Invite a Dental Hygienist to class to discuss kinds of toothbrushes and toothpaste. Prove that good toothpaste does not have to be the most expensive.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. A consumer is influenced by many factors in choosing health products</p> <p>A. Factors influencing consumers</p> <ol style="list-style-type: none"> 1. Emotions 2. Family patterns 3. Values 4. Advertising 	<p>The student:</p> <ol style="list-style-type: none"> I. Lists factors which influence health product purchases. 	<ol style="list-style-type: none"> I. Make a display (books, bulletin board, posters) of the common sources of health information (family, friends, written word, salesmen, agencies, schools, radio, T.V., and doctors). Discuss how these influence what one believes. I. Have students bring to class examples of advertising that appeals to values and emotions such as courage, security, personal appearance, personality, luxury, tradition and others. Have students analyze these ads and single out emotion and value words such as "pure," "belongs," "fresh," and "pleasure," as well as technical words which have no meaning. I. Have students compile a list of home remedies, health customs and practices. Eliminate those which are obviously of superstitious nature. Make a booklet of those which have some health value.

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
	The student:	<ol style="list-style-type: none">I. Discuss how the above beliefs developed and, if they are unfounded beliefs, why this is the case. From this discussion, have students establish criteria useful in evaluating other beliefs, information, services, and products.I. Survey family on which headache and stomach remedy is used. Assemble information and make class graph or chart.I. Survey 5 friends about which shampoo is used and why it is used. Assemble information and make class chart or graph. Compare reasons for purchase with those above.

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. A good consumer must be able to evaluate the accuracy and reliability of the health information and products</p> <p>A. Comparing health products</p> <ol style="list-style-type: none"> 1. Effectiveness 2. Cost 3. Availability 4. Safety <p>A. Evaluating health advertising</p> <ol style="list-style-type: none"> 1. Identifying misleading information 2. Identifying useful information 	<p>The student:</p> <p>I. States sound criteria for selecting health products.</p>	<p>I. Through class discussion, develop criteria for the purchase of health aids and services.</p> <p>I. Study the Consumer Report Book, "The Medicine Show." Compare the information in the book to the information gained from the advertising of the products through the media.</p> <p>I. Use clippings, tapes, pictures, and other samplings of health advertising and discuss the techniques used, i.e., appeals to fear, pride, imitation, social approval, authority of endorser (doctor says, research says), promises of miracles, partial truth, etc.</p> <p>I. Find some examples of advertised products in newspapers, and periodicals in which the manufacturers attempted to satisfy a current fad.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>II. Targets for quackery</p> <p>A. Elderly</p> <p>B. Ignorant</p> <p>C. Chronic and Terminally ill</p> <p>D. Adolescents</p> <p>II. Some types of quackery and fraud areas aimed at adolescents</p> <p>A. Acne preparations</p> <p>B. Bust developers</p> <p>C. Fad diets</p> <p>III. Health Specialists contribute to good health</p> <p>A. Physicians</p> <p>1. Pediatricians</p> <p>2. Dermatologists</p> <p>3. General Practitioners</p>	<p>The student:</p> <p>II. Differentiates between quack claims and valid claims, especially those aimed at adolescents.</p> <p>III. Examines the role of various medical and health specialists in maintaining and promoting health.</p>	<p>I. Compare articles on a health topic, one from an authoritative periodical, such as a professional journal, and another from a slanted or biased source, both of which are the same aspect of a health topic.</p> <p>II. Invite a representative from the district FDA to discuss and demonstrate fraudulent cure-all devices.</p> <p>II. In class, analyze an ad for one of the three types of fraud indicated in II. Place on the board words and phrases which are misleading. Check the fine print and determine chances of receiving your money back if the product does not perform as indicated.</p> <p>III. Have class report on health personnel including qualifications, training, license and needs they satisfy.</p> <p>III. Plan a field trip to a hospital.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>B. Allied health specialists</p> <ol style="list-style-type: none"> 1. Health educators 2. Public health workers 3. Private and voluntary health agency personnel <p>IV. Some people seek alternate types of health care.</p> <p>A. Alternative types of health care</p> <ol style="list-style-type: none"> 1. Faith healers 2. Chiropractors 3. Transcendental meditation 4. Acupuncture 5. Biofeedback 6. Hypnosis 	<p>The student:</p> <p>IV. Compares traditional health care with various alternative forms of health care and services.</p>	<p>IV. Complete a word list of all the alternative types of health care which will be discussed under IV.</p> <p>IV. Have the class analyze and compare some of the most popular alternative types of health care. Determine how and why these methods may or may not help a person.</p> <p>IV. Do role-playing in which the results of seeking alternative types of health care are portrayed.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. Fraudulent claims are common in certain areas of consumer vulnerability.</p> <p>A. Common areas of false claims</p> <ol style="list-style-type: none"> 1. Cancer 2. Arthritis 3. Food selection 4. Over-the-counter (OTC) drugs <p>II. Self-diagnosis and treatment is a common practice.</p> <p>A. Reasons</p> <ol style="list-style-type: none"> 1. Inaccessibility of physician 2. Attempt to avoid cost 3. Influence of advertising 4. Fear of disease, pain, and surgery 5. Inconvenience 6. Gullibility 7. Ignorance 	<p>The student:</p> <p>I. Cites examples of fraudulent and questionable health practices.</p> <p>II. Predicts possible outcomes of self-diagnosis and treatment.</p>	<p>1. Present a 5 minute "pitch" in class which demonstrates the techniques used by quacks. Let the class identify the fraudulent claims.</p> <p>I. The class devises a questionnaire to apply to products or services which will enable them to detect possible fraudulent health products or services.</p> <p>I. Discuss common areas of false claims.</p> <p>II. Ask class what is implied by the statement, "He who hath himself for a doctor hath a fool for a patient."</p> <p>II. Describe a situation for each of the reasons for self-diagnosis in which the reason is inferred, rather than actually stated. Have the students then verbalize the inferred reason.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>3. Dangers</p> <ol style="list-style-type: none"> 1. Misdiagnosis of major disorders 2. Delay in receiving proper care 3. Unsafe home remedy 4. Unsafe OTC drug use <p>III. Today's advertising is sophisticated and highly influential.</p> <p>A. How advertising influences the consumer</p> <ol style="list-style-type: none"> 1. Wording of advertising <ol style="list-style-type: none"> a. Innuendoes b. Implications c. Generalities 2. Source of advertising <ol style="list-style-type: none"> a. Television b. Radio c. Newspaper d. Magazines e. Peers 	<p>The student:</p> <p>III. Analyzes ads by identifying source of ad and the advertising techniques used.</p>	<p>II. Students, in a buzz session, determine reasons why people choose to diagnose and treat themselves.</p> <p>II. Have class forum on the hazards of self-diagnosis and self-medication. Ask for situations where self-diagnosis may be used without danger.</p> <p>III. Ask students to develop their own advertisements for imaginary health products and services. This can be done in groups and can involve a series of improvised commercials.</p> <p>III. Evaluate drug advertising in medical journals. How are physicians influenced? On what basis should a physician prescribe drugs? How does the average doctor learn about new drugs?</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>IV. There are many types of health care and ways of financing such care.</p> <p>A. Types of health care</p> <ol style="list-style-type: none"> 1. Hospitals 2. Nursing homes 3. Clinics 4. Health units <p>B. Means of Financing</p> <ol style="list-style-type: none"> 1. Private 2. Public 	<p>The student:</p> <p>IV. Identifies forms of health care and services.</p>	<p>III. Use clippings, tapes, pictures, and other samples of health advertising and discuss the techniques used, i.e, appeals to fear, pride, imitation, social approval, authority of endorser (doctor says, research says), promises of miracles, partial truth, etc.</p> <p>IV. Survey areas of a nearby parish or city to determine availability of comprehensive health care facilities. Plot on map. Are these facilities adequate for the needs of those residing in the area?</p> <p>IV. Visit a free clinic. Compare types of treatment and effectiveness in meeting the real needs of the community.</p> <p>IV. Look in newspapers and magazines for health insurance ads. Clip ads and bring them to class for classmates to read. Be ready to discuss "catches" in the fine print.</p>

TOPIC AREA CONSUMER HEALTH - BIBLIOGRAPHY

Sources of Instructional Materials: General

Books:

Ensor, Phyllis, and Means, Richard K. Methods Handbook for Health Education. Atlantic City: Allyn and Bacon, Inc., 1971.

*Editors of Consumer Reports. The Medicine Show. Mt. Vernon, New York: 1980.

Health Education International. Health Education Curriculum Guide. Medford: 1971.

Insel, Paul M., and Roth, Walton T. Core Concepts: Health in a Changing Society. Palo Alto: Mayfield Publishing Company, 1977.

Johns, Edward B., Barbara A. Cooley, and Wilfred C. Sutton. Health for Effective Living. New York: McGraw-Hill, Inc., 1975.

*Jones, Kenneth L., Louis W. Shainberg, and Curtis O. Byer. Consumer Health. San Francisco: Canfield Press, 1971.

McTaggart, Aubrey C., and McTaggart, Lorna M. The Health Care Dilemma. Boston: Holbrook Press, Inc., 1976.

Means, Richard K. Teaching Health Today. Portland: J. Weston Walch, 1973.

*Office of Consumer Affairs. Guide to Federal Consumer Services. Superintendent of Documents, U. S. Government Printing Office, Washington, D.C., 1971.

*Rash, Keogh J. Pathways to Health. Inquiry: Consumer Education, New York: Globe Book Co., Inc., 1975.

Read, Donald A., and Greene, Walter H. Creative Teaching in Health. New York: The McMillan Company, 1971.

*Schaller, Warren E., and Carroll, Charles R. Health, Quackery and the Consumer. Philadelphia:
W. B. Saunders Company, 1976

Stone, Donald B., Lawrence B. O'Reilly, and James D. Brown. Elementary School Education. Dubuque:
William C. Brown Co., 1976.

*Specific Consumer Books.

102

103

AGENCIES:

Pharmaceutical Manufacturers Association
1155 Fifteenth Street, N.W.
Washington, D.C. 20515

American Dental Association
Bureau of Dental Health Education
211 East Chicago Avenue
Chicago, IL 60611

Public Affairs Committee, Inc.
381 Park Avenue South
New York, NY 10016

American Medical Association
Bureau of Health Education
535 North Dearborn Street
Chicago, IL 60610

National Health Council
1740 Broadway
New York, NY 10019

U. S. Department of Health, Education,
and Welfare
Public Health Service
Food and Drug Administration
Office of Professional and Consumer Programs
5600 Fishers Lane
Rockville, MA 20852

Consumers Union of the United States, Inc.
256 Washington Street
Mount Vernon, NY 10550

American Osteopathic Association
212 East Ohio Street
Chicago, IL 60611

Federal Trade Commission
Bureau of Deceptive Practices
Washington, D.C. 20580

Post Office Department
Bureau of Chief Inspector
Washington, D.C. 20260

American Cancer Society
219 East 42nd Street
New York, NY 10017

Consumer Information
Public Documents Distribution Center
Pueblo, CO 81009

Films, Filmstrips and Slides

Louisiana State Board of Health
Film Library
Post Office Box 630
New Orleans, LA

Public Health Service Film Catalog
Superintendent of Documents
United States Government Printing Office
Washington, D.C. 20402

Aetna Life Insurance Companies
Information and Education Department
151 Farmington Avenue
Hartford, CO 06115

American Film Center
Post Office Box 363
San Jose, CA

Bell Film Library
Public Relations Department
Bell Telephone Company of Pennsylvania
27 South 17th Street
Philadelphia, PA

Lederle Laboratories
Film Library
Division of American Cyanamid Co.
Pear River, New York 10965

McGraw-Hill Book Co., Inc.
Test-Film Department
330 West 42nd Street
New York, NY 10036

Food and Drug Administration
Office of Professional and Consumer Programs HFG-1
5600 Fishers Lane
Rockville, MA 20852
(New - "X-rays: Get the Picture on Protection")

Video Cassette of Color (free to lend) 19:20 min.
"Safe and Effective" (Consumer version)
U. S. Food and Drug Administration of DHEW
4298 Elysian Fields Avenue
New Orleans, LA 70122

Medical Motion Pictures and T.V.
535 North Dearborn Street
Chicago, IL 60610

DHEW/U. S. Food and Drug Administration
4298 Elysian Fields Avenue
New Orleans, LA 70122
(Free to lend - "What About Food Additives?")
Videotape of 4:45 min./color

(Free to lend - "Life American Style")
Videotape of 9:22 min./color

(Free to lend - "The Consumer Sting")
Videotape of 9:00 min./color

TOPIC AREA CONSUMER HEALTH - BIBLIOGRAPHY

Magazines and Other Publications:

Current Health

Family Health Magazine

Journal of School Health

Health News (New York State Department of Health)

American Journal of Public Health

Journal of Health, Physical Education, and Recreation

Consumer Reports

FDA Fact Sheet

FDA Mini-Lessons

107

ENVIRONMENTAL AND COMMUNITY HEALTH

108

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. Ecology</p> <p>A. Major components of the environment</p> <ol style="list-style-type: none"> Land Water Air <p>II. Pollution affects all parts of the environment</p> <p>A. Air pollution</p> <ol style="list-style-type: none"> Sources Effects <p>B. Water Pollution</p> <ol style="list-style-type: none"> Sources Effects <p>C. Land pollution</p> <ol style="list-style-type: none"> Sources Effects <p>D. Noise pollution</p> <ol style="list-style-type: none"> Sources Effects <p>III. Community helpers</p> <p>A. Residents</p> <p>B. Sanitation workers</p> <p>C. Policeman</p> <p>D. Dogcatcher</p> <p>E. Environmental "mascots"</p> <p>E. Environmental "mascots"</p>	<p>The student:</p> <p>I. Identifies three major components of his/her environment.</p> <p>II. Lists parts of our environment that are frequently polluted.</p> <p>III. Identifies community helpers who help keep the environment clean and neat.</p>	<p>I. Tour school grounds and immediate neighborhood and name parts of the environment.</p> <p>I. List recreational activities carried out in each component of the environment.</p> <p>II. Students are asked to draw pictures of pollution they see in their neighborhood.</p> <p>II. Sponsor a poster contest to promote an anti-litter campaign.</p> <p>III. Invite the school janitor to talk with students about keeping their school clean.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>IV. Landfill operators, maintenance and purpose</p> <p>A. Acceptable refuse</p> <p>B. Proper disposal technique</p> <p>V. Recycling</p> <p>A. Purposes</p> <p>B. Values</p> <p>C. Materials</p> <p>1. Aluminum</p> <p>2. Paper</p> <p>3. Glass</p>	<p>The student:</p> <p>IV. Lists methods of disposing of community trash, rubbish, and garbage.</p> <p>V. Identifies the value and purposes of recyclable materials</p>	<p>III. Pick up examples of refuse on the way to school.</p> <p>III. Have class discuss figures associated with keeping the environment clean (Johnny Horizon, Hootsy Owl, Ranger Rick, etc.).</p> <p>IV. Observe local landfill operator.</p> <p>IV. Trace a paper cup from first use to final disposal.</p> <p>A. Hand</p> <p>B. Trash can</p> <p>C. Dumpster</p> <p>D. Refuse truck</p> <p>E. Landfill</p> <p>IV. Build a litter tree in the classroom. Identify recyclable materials.</p> <p>V. Visit a recycling center or collection depot.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. Ecological relationships</p> <p>A. Life cycles</p> <p>B. Food chain - aquatic</p> <ol style="list-style-type: none"> 1. Energy from the sun 2. Small plant-like organisms (algae, diatoms) 3. Small crustacea (brink, shrimp, daphnia) 4. Larger crustacea and vertebrates (crawfish, fish, mammals) 5. Man <p>II. Pollution</p> <p>A. Air pollution</p> <ol style="list-style-type: none"> 1. Sources <ol style="list-style-type: none"> a. Motor vehicles b. Industry c. Refuse disposal 2. Effects <p>B. Water pollution/land pollution</p> <ol style="list-style-type: none"> 1. Sources <ol style="list-style-type: none"> a. Industry b. Municipalities 	<p>The student:</p> <p>I. Diagrams a simple aquatic food chain.</p> <p>II. Identifies sources of air pollution, water pollution, land pollution, and noise pollution.</p>	<p>I. Set up an aquarium or terrarium in the classroom and have students contribute living things to the ecosystem.</p> <p>II. Watch TV newscasts for local reports on air pollution levels in the area and report findings to class.</p> <p>II. Visit local industrial plant or landfill operation and observe signs of pollution control.</p> <p>II. Invite a representative from the local water treatment industrial facility and/or sewage plant to</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>c. Agriculture</p> <p>d. Navigational wastes (oil spills)</p> <p>2. Effects</p> <p>a. Wildlife</p> <p>b. Recreation</p> <p>c. Human health</p> <p>3. Individual water contaminants</p> <p>a. Herbicides</p> <p>b. Pesticides</p> <p>c. Oil spill</p> <p>C. Noise pollution</p> <p>1. Sources</p> <p>a. Radio/TV/stereo</p> <p>b. Transportation</p> <p>1) Motor vehicles</p> <p>2) Airplanes</p> <p>2. Effects on human health</p> <p>III. Agencies</p> <p>A. Public agencies</p> <p>1. State Health Department</p> <p>2. Natural Resources Department</p>	<p>The student:</p> <p>III. Lists private and public agencies responsible for monitoring the quality of the environment.</p>	<p>discuss control of water pollution in the community.</p> <p>II. Invite a hearing specialist to discuss noise pollution and demonstrate acceptable and unacceptable decibel levels.</p> <p>III. Invite a representative from a public health agency to discuss monitoring process.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>3. EPA - Environmental Protection Agency</p> <p>B. Private agencies</p> <p>1. American lung Association</p> <p>2. American Medical Association</p> <p>C. Individual responsibility</p>	<p>The student:</p>	<p>III. Collect magazine illustrations of various forms of pollution and discuss each.</p> <p>III. Gather information on local purification procedures and discuss.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. Air pollution</p> <p>A. Sources</p> <ol style="list-style-type: none"> 1. Motor vehicle 2. Industrial 3. Refuse disposal <p>B. Effects</p> <ol style="list-style-type: none"> 1. Property 2. Crops and livestock 3. Human health and diseases 4. Sunlight 5. Weather <p>II. Water pollution/land pollution</p> <p>A. Sources</p> <ol style="list-style-type: none"> 1. Industry 2. Community <p>B. Effects</p> <ol style="list-style-type: none"> 1. Human health 2. Recreation 3. Economy <p>C. Individual water contaminants</p> <ol style="list-style-type: none"> 1. Nitrogen and phosphorus compounds 2. Mine acids 3. Sediment and silt 4. Heated water 	<p>The student:</p> <ol style="list-style-type: none"> I. States ways pollution affects his or her environment. 	<ol style="list-style-type: none"> I. Contact city officials to determine what city or parish ordinances exist which help maintain the quality of the environment. I. Assign panel discussion on the effects of air, water, and land pollution. I. Individual research topics assigned covering radiation and noise pollution.

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>III. Noise pollution</p> <ul style="list-style-type: none"> A. Sources B. Effects of noise <ul style="list-style-type: none"> 1. Hearing impairments 2. Stress <p>IV. Radiation</p> <ul style="list-style-type: none"> A. Background radiation B. X-rays C. Nuclear energy <p>V. Community action</p> <ul style="list-style-type: none"> A. Community responsibility <ul style="list-style-type: none"> 1. Proper refuse disposal 2. Monitoring and enforcing agency regulations 3. Support for environmental legislation 4. Other B. Individual responsibility <ul style="list-style-type: none"> 1. Recycling 2. Car pooling 3. Use of degradable pesticides 4. Thermostat controls 5. Others 	<p>The student:</p> <p>V. Identifies individual and community responsibility for maintaining a healthy environment.</p>	<p>V. Competitions within class to list methods of reducing pollution (air, water, noise, soil) in your community.</p> <p>V. Take a field trip to a sewage treatment facility, industrial facility or water purification plant.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. Human population effects</p> <p>A. Resource consumption</p> <p>B. Population density</p> <p>II. Air pollution</p> <p>A. Sources</p> <p>B. Effects of individual contaminants on human populations and property</p> <p>1. Carbon monoxide</p> <p>2. Ozone</p> <p>3. Fluorocarbons</p> <p>III Water pollution</p> <p>A. Sources (individual contaminants)</p> <p>1. Nitrogen compounds</p> <p>2. Phosphorus compounds</p> <p>3. Organic sewage</p> <p>4. Heavy metals</p> <p>IV. Hazardous waste and land pollution</p> <p>A. Sources</p> <p>1. Plastics</p> <p>2. Pesticides/herbicides</p>	<p>The student:</p> <p>I. Describes relationship between population density and pollution.</p> <p>IV. Identifies sources of hazardous waste.</p>	<p>I. Compare local parish population/pollution with another parish.</p> <p>II. Observe the effect of individual contaminants on air, water, and land.</p> <p>II. Locate and list two sources of air pollution, water pollution, and land pollution in the community.</p> <p>II. Plan a field trip to a local industrial plant.</p> <p>IV. Locate and identify sources of hazardous waste in your community.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<ul style="list-style-type: none"> 3. Medicine 4. Paints 5. Oil, gasoline, petroleum products 6. Metals 7. Leather 8. Textiles B. Control and disposal of hazardous waste <ul style="list-style-type: none"> 1. Legislative action 2. Responsible public agencies 3. Hazardous waste management <ul style="list-style-type: none"> a. Control at the source b. Incinerate the waste c. Dispose of waste in a secure landfill V. Adverse health effects of pollution <ul style="list-style-type: none"> A. Chronic respiratory disease B. Liver and nervous system trauma 	<p>The student:</p> <p>V. Identifies adverse health effects of pollution.</p>	<p>IV. Have students monitor local, state, national and international news broadcasts for a week and list and discuss types of pollution that occurs.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>C. Possible congenital defects</p> <p>D. Increased incidence of stress-related diseases</p> <p>E. Inner ear damage</p> <p>F. Increased infectious diseases</p> <p>G. Others</p>	<p>The student:</p>	

TOPIC AREA ENVIRONMENTAL AND COMMUNITY HEALTH

Teachers and school administrators should be aware of the many sources available to them on the local, regional, and state level. Publication and resource persons pertinent to the teaching content areas may be obtained by contacting and/or obtaining the appropriate resource.

Agency resources include but are not necessarily limited to:

I. Local Agencies

- A. School Library
- B. Parish and/or local libraries
- C. Parish Health Unit

II. State Agencies

- A. Louisiana State Department of Natural Resources
- B. Louisiana Department of Agriculture
- C. Louisiana Department of Wildlife and Fisheries

III. Federal Agencies

- A. Environmental Protection Agency
- B. U. S. Department of the Interior
- C. U. S. Department of Agriculture
- D. U. S. Department of Health and Welfare

Resource List:

Film: Ecology, 22 min., 16 mm. B and W
Relationships of people, plants, and animals to their environments. Order from: Academy Films,
478 North Seward St., Hollywood, California 91605.

TOPIC AREA ENVIRONMENTAL AND COMMUNITY HEALTH

Sound Filmstrip Set: Ecology: Interaction Environments, Set of seven to study the interaction of living things with one another and with their environments. Order from: Scott Education Division, Holyoke, Mass. 01040.

Filmstrips and Record/Cassettes: Series of filmstrips identifying and describing current ecological-pollution problem from a biological viewpoint. Order from: Holt, Rinehart, and Winston, Inc., 383 Madison Avenue, New York, New York 10017.

Filmstrips: Man in the Biosphere. Introduction to human ecology plus teacher's guide (70W-4100). Order from: Ward's Natural Science Establishment, Post Office Box 1749, Monterey, California 93940.

Elementary Books:

Engs, Ruth, and Wantz, Molly. Teaching Health Education in the Elementary School. Boston: Houghton Mifflin Company, 1978.

Masini, Giancarlo, S.O.S. Save Our Earth - An Ecological Message for Everyone. New York, New York: Grosset and Dunlap, Inc., 1972.

Agencies:

American Lung Association, 44 East Twenty-third Street, New York, New York 10019.

Conservation and Environmental Studies Center, Whitesboro, NJ 08252.

Environmental Education, Office of Priority Management, Office of Education, 400 Maryland Ave., S.W., Washington, D.C. 20202.

Education Department, American Association for the Advancement of Science, 1515 Massachusetts Ave., N.W., Washington, D.C. 20015.

Group for Environmental Education, Inc., 1214 Arch St., Philadelphia, PA 19107.

Resource Agencies and Associations:

1. Sierra Club
2. Boy Scout Handbook
3. American Lung Association

TOPIC AREA ENVIRONMENTAL AND COMMUNITY HEALTH

4. Corps of Engineers
5. Levee Board
6. U. S. Forest Service (Local forest ranger)
7. State Parks and Recreation Commission
8. Coast Guard
9. Environmental Protection Agency (EPA)
10. County Agricultural Extension Agency
11. Public Health Education Office
12. Soil and Water Conservation Service
13. Local Public Health Parish Office
14. Audubon Society

HINT: Ask your school or parish librarian to begin or expand a vertical file on environmental health. Newspapers and magazines are excellent resources for current articles about the environment.

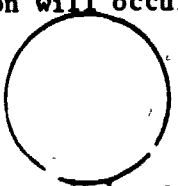
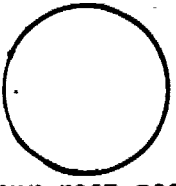
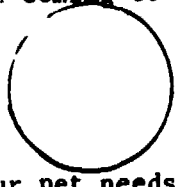
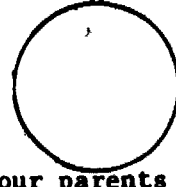
FAMILY LIVING

137

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. The Family: Roles and Responsibilities</p> <p>A. Nature of the family</p> <ol style="list-style-type: none"> 1. Size 2. Structure and composition 3. Type - two parents, one parent, step parents, mixed ethnic, etc. 4. Type of homes - apartment, trailer, house, etc. <p>B. Function of the family</p> <ol style="list-style-type: none"> 1. Satisfaction of physical and psychological needs 2. Security and stability important for good mental health 3. Guidance of individuals to adulthood 	<p>The student:</p> <p>I. Describes a variety of family structures and types. (Grade K-1)</p>	<p>I. Use pictures (newspapers or current magazines) of Eskimos, African tribal families, American Indians, etc. Ask: Are there families who don't live in a house? Are there those who don't have stoves, windows, bathrooms, etc.? Can people be happy without some of these things? Stress that even in the poverty-stricken countries of the world, there are families who show love toward one another.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	SUGGESTED ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>C. Roles and responsibilities of family members</p> <ol style="list-style-type: none"> 1. Factors influencing family roles <ol style="list-style-type: none"> a. Types of families b. Geographic location c. Ethnic background d. Religious background e. Economic background 2. Roles of individual family members <ol style="list-style-type: none"> a. Assume responsibilities b. Cooperation in function of home c. Respect of others' rights d. Acceptance of differences e. Working together f. Using constructive ways to solve differences 	<p>The student:</p> <ol style="list-style-type: none"> I. Identifies contributions and responsibilities of each family member. (Grade K-1) 	<ol style="list-style-type: none"> I. Suggest things you can do alone and things with which you may need help. Mention also things parents can do alone or even with help. What rules have been made at home to make life easier, safer, more pleasant? I. Collect a series of large pictures or drawings depicting family scenes. Ask students to discuss what is occurring and what the members of the family in the pictures are thinking. I. Make a paper chain of different colored links. On each link name the various responsibilities that are needed to make a home run smoothly. What would happen if one of the links were to break?

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>3. Specific roles of</p> <ul style="list-style-type: none"> a. Parents b. Children c. Others 	<p>The student:</p>	<p>I. Make a tree from pipe cleaners and secure it to a stand (clay, etc.). Bring in pictures of each family member (including pets, if they wish). On the back of the pictures or on a piece of paper hanging from each picture, complete the following phrase for each person they selected for their tree: "I feel good when my _____."</p>
<p>D. Changing (female/male) roles in the family and society</p>	<p>I. Identify emerging male/female roles in family/society. (Grade 3)</p>	<p>I. Collect pictures and stories depicting things that families do together and problems a modern family might have. Make group displays.</p> <p>I. Find magazine pictures that depict a family member performing a specific chore. Distribute a picture to each child and ask each one to search to find another family member doing the same work.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>E. Family problems and conflict</p> <ol style="list-style-type: none"> 1. Personal relations <ol style="list-style-type: none"> a. Discourtesy b. Sibling relation c. Choice of friends d. Failure to assume responsibilities 2. Family conflict <ol style="list-style-type: none"> a. Separation b. Divorce c. Death 3. Moving to new location 4. Illness 5. Alcoholism/drug addiction 6. Family violence 	<p>The student:</p>	<p>I. Ask the children to think about "how my family makes me feel." Prepare a work sheet as shown and give the following directions: "In each of the ovals, draw your face when a member of your family tells you the following situation will occur."</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center; margin: 10px;">  Your grandparents are coming to visit </div> <div style="text-align: center; margin: 10px;">  Your room needs cleaning </div> <div style="text-align: center; margin: 10px;">  Your pet needs feeding </div> <div style="text-align: center; margin: 10px;">  Your parents are going away for the weekend and you can't go with them </div> </div>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
146	The student:	<p>I. Have students develop a list of suggestions</p> <ul style="list-style-type: none"> (1) for making new friends after a move, (2) for helping at home if one parent is missing, and (3) for making special adjustments if mother is working. <p>147</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. Physical characteristics determined by heredity</p> <p>A. Determinants of characteristics</p> <ol style="list-style-type: none"> 1. Chromosomes 2. Genes <p>B. Growth patterns and rates of development</p> <ol style="list-style-type: none"> 1. Normal patterns of growth and development <ol style="list-style-type: none"> a. Early growers b. Late growers 2. Problems in growth and development 	<p>The student:</p> <p>I. Distinguishes between inherited and acquired characteristics.</p>	<p>I. Develop a family photograph album using photographs of class members as toddlers, first graders, and the like.</p> <p>I. Develop a chart showing typical growth patterns. Another idea for a display is to focus on inherited characteristics.</p> <p>I. Make individual family trees and record information for 3 or 4 generations if possible. Pick one characteristic, such as height, to record in addition to usual data - birth date, birthplace, and death date (if necessary).</p> <p>I. Show class several pictures depicting physical and behavioral traits. Ask class to identify inherited and non-inherited traits.</p> <p>I. Prepare a list of health problems (diseases, etc.) and ask class to distinguish between the inherited and non-inherited.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>II. Puberty</p> <p>A. Physical characteristics</p> <ol style="list-style-type: none"> 1. Increased hormonal activity 2. Height, weight and body build 3. Voice 4. Body hair (beards, under arms) <p>B. Emotional characteristics</p> <p>III. Child care and family planning</p> <p>A. Purposes of family planning</p> <ol style="list-style-type: none"> 1. To further certain physical and socio-economic objectives <ol style="list-style-type: none"> a. Mother's health b. Baby's health c. Economics d. Career goals 2. To curb inherited diseases 	<p>The student:</p> <p>II. Describes physical growth changes experienced by both females and males during puberty.</p> <p>III. Cites reasons for planning a family.</p>	<p>II. Collect pictures from magazines that depict growth pattern change of developing boys and girls and compare to students in your school.</p> <p>II. Invite a physician or school nurse to talk to students and answer any pre-submitted questions concerning changes that occur during puberty.</p> <p>III. <u>Brainstorm:</u></p> <p>The kind of parent I'd like to be.</p> <p>How big is the ideal family? (large vs. small)</p> <p>How you felt when you first got a new brother/sister.</p> <p>III. Make a chart showing how many members in each student's family. Find the average number. Ask students to find out how many members in their parents' families. Make a chart and compare.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>B. Care of the baby</p> <ol style="list-style-type: none"> 1. Physical needs <ol style="list-style-type: none"> a. Feeding b. Bathing c. Changing clothes d. Safe environment e. Exercise f. Rest (sleep) 2. Emotional needs <ol style="list-style-type: none"> a. Love b. Security 	<p>The student:</p> <p>III. Identifies specific physical and emotional needs of a baby.</p>	<p>III. Demonstration:</p> <p>Ask parents with small children to demonstrate to class basic child care: feeding, bathing, changing clothes, etc.</p> <p>III. Field trip:</p> <p>Arrange a trip for the class to a nearby nursery school! Allow children (5th and 6th graders) to help with feeding and other activities.</p> <p>III. Check with local Red Cross about baby-sitting packet.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. Developing gender identity and gender roles</p> <p>A. Factors influencing gender identity/roles</p> <ol style="list-style-type: none"> 1. Parental or substitute role models (scripting) 2. Important adults 3. Religion 4. Media 5. School programs 6. Peers 7. Other social factors (books, etc.) <p>B. Female roles</p> <ol style="list-style-type: none"> 1. Traditional roles 2. Stereotypes 3. Emerging roles 	<p>The student:</p> <p>I. Lists factors influencing gender identity and roles.</p>	<p>I. Tape newsprint around the room - one sheet for each of the factors influencing gender identity or role: important adults, media, school, books, etc. Students are asked to list things they are aware of, that they have noted as influences from each source. Discuss their lists.</p> <p>I. The teacher will present a long list of characteristics that are associated with men and women (boys and girls): strong, cook, leader, shy, outgoing, artistic, and many others. The characteristics may include some for adults and for teenagers. The individual student will be able to categorize which of the characteristics are biologically determined and those which are culturally learned.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>D. Changing roles of family and family members</p> <ol style="list-style-type: none"> 1. Factors affecting family roles/patterns (lifestyles) <ol style="list-style-type: none"> a. Industrialization b. Urban development c. Mobility d. Other economic, cultural, and social influence 		<p>I. Brainstorm: Advantages of being-male/female</p> <p>Disadvantages of being male/female</p> <p>Concerning the women's rights movement, ask each student to collect a series of examples from the newspapers and magazines which demonstrate the effect of this movement on American society today.</p> <p>I. Voting Opinions: Call out the following and other similar activities and ask each student to vote (for - raised hand; against - thumbs down) on each. Discuss reasons for their opinions.</p> <ol style="list-style-type: none"> 1. Only males should mow lawn. 2. Mother works only if family needs money. 3. House work should be done by women. 4. It's as important for boys to learn to cook as girls. 5. Women are better managers of family finances.

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>E. Role of family in transmission of cultural/ethnic heritage</p> <ol style="list-style-type: none"> 1. Customs 2. Language 3. Beliefs 4. Values 		<ol style="list-style-type: none"> 6. Both parents should discipline children. 7. Man is head of household. 8. Only women should cook. <p>I. Professional Roles: Below are listed various career opportunities. Your task is to rate each career as to how favorable you feel about it as a career for you. (This does not apply to your ability to function in this career, but is only to get in touch as to how it appeals to you.) Use the following rating:</p> <p>1 = would consider 2 = uncertain 3 = would not consider</p> <p>Nurse Hairdresser Plumber Jockey Secretary Elementary school teacher Cashier College professor Telephone operator Electrician Bartender</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>II. Influence of endocrine glands and hormones on development and functions</p> <p>A. The glands</p> <ol style="list-style-type: none"> 1. Pituitary 2. Thyroid and parathyroids 3. Pancreas 4. Adrenal 5. Gonads (ovaries and testes) 	<p>The student:</p> <p>II. Describes the influence of endocrine glands on body function and development.</p>	<p>Bank teller Truck driver Department store salesclerk Disc jockey Doctor Professional tennis player Dentist Nursery school teacher Dental hygienist Writer Airplane pilot Dancer Veterinarian Lawyer Taxi driver</p> <p>II. Divide class into six groups; assign each group a gland to research. The group will describe:</p> <ol style="list-style-type: none"> (1) the work of that gland including hormones produced; (2) the effect it has on developmental changes and continued maintenance.

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>B. The hormones affect physical growth and development</p> <ol style="list-style-type: none"> 1. The growth spurt (pubescence) 2. Visible body changes (secondary sex characteristics) <p>C. Effect of hormones on emotions, behavior</p>	<p>The student:</p>	<p>By use of charts, models and/or pictures, the teacher can provide a presentation on areas not covered by panel above.</p> <p>II. On a card each student is to list three physical and three emotional changes that happen during puberty - drawing from their personal experiences.</p> <p>Collect cards and list responses on chalk board or newsprint. Then the group identifies responses that pertain only to male and those that pertain only to female and those that pertain to both.</p> <p>II. Discuss puberty:</p> <p>Age of beginning. How do you know when it's over? Everyone goes through it - at different ages and rates. Sensitivity people feel about their bodies yet all have similarities and differences.</p>

162

163

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. Family health and inter-personal relationships in male/female roles</p> <p>A. How roles develop</p> <ol style="list-style-type: none"> 1. Childhood 2. Adolescence 3. Adulthood 4. Emerging trends in male/female roles <p>B. Effects of changes in traditional roles</p> <ol style="list-style-type: none"> 1. Ambiguity of expression 2. Identity concerns 3. Conflicts in relationships 4. Power shifts 5. Adjustments in attitudes and behavior 	<p>The student:</p> <p>I. Interprets the concept of sexual identity and its significance in heterosexual relationships.</p>	<p>I. Ask the class to separate into small groups (not less than three and no more than five to a group). Give each group a large piece of newsprint, and ask each group to make a chart with three columns headed Feminine, Masculine, and Human, respectively.</p> <p>Read aloud items from the activity and adjectives on the list on the next page. Ask each group to decide by vote which column to write the item in. While the group will decide most items quickly, you may wish to take note of the items which create intense discussion. (Teacher may select a number of items according to the time available.)</p> <p>I. Introduce the lyrics of "A Boy Named Sue." This ballad presents dilemmas imposed by masculine stereotypes. (The rendition by Johnny Cash is recommended.)</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>C. Forces behind changes in male/female roles</p> <ol style="list-style-type: none"> 1. Subcultures <ol style="list-style-type: none"> a. Women's liberation movement b. Human rights groups 		<p>After the group has listened to the record, use questions such as the ones listed below to stimulate discussion:</p> <ol style="list-style-type: none"> 1. Are boys "tracked" into violence and aggression, or is it really more "natural" for them to be that way? 2. Is it harder on a boy to be a "sissy" than it is on a girl to be a "tomboy"? 3. Is it easier for a girl to have a so-called boy's name than it is for a boy to have a so-called girl's name? Why? <p>I. Introduce the lyrics of "I Am Woman" by Helen Reddy. What statements are made regarding sex roles? Discuss these statements.</p> <p>NOTE: There are many past and current songs available that illustrate sex role stereotypes in our society.</p>

193

167

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>II. Dating and Courtship</p> <p>A. Modern concept of dating</p> <ol style="list-style-type: none">1. Definition/purpose2. Responsibilities involved3. Appropriate behavior<ol style="list-style-type: none">a. Group datingb. Double datingc. Couple datingd. Effects of various behavior on both	<p>The student:</p> <p>II. Identifies the significance of boy/girl relationships and the qualities boys and girls seek in each other.</p>	<p>I. Divide into three groups, one representing friend, one parent, and one society. Ask the question, "How are you taught your sex roles by society, friends, and parents from infancy to the age you are now?" Each group brainstorms and spokesperson tells the results of the group discussion to the entire class.</p> <p>I. Have students collect a series of examples from the newspaper and magazines which demonstrate the effect of the women's rights movement on American society today.</p> <p>II. Break into small single sex groups (four to five girls or four to five boys). Have the females list qualities that they would look for in a dating partner and qualities that they think boys would look for in a female dating partner. Have the boys compile comparable lists. Have a spokesperson from each group present the lists for comparison.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>4. How to choose and arrange a date.</p> <p>5. Dating courtesies</p> <p>6. Problems Problems related to dating</p> <p>B. Going Steady</p> <p>1. Purpose</p> <p>2. Advantages and disadvantages</p> <p>3. Parental attitudes and reactions</p> <p>4. Setting limits in boy/girl relationships (developing and adhering to valid standards of conduct)</p> <p>a. Shared responsibility</p> <p>b. Mutual respect</p> <p>C. Courtship: purposes of and opportunities and responsibilities in courtship</p>		<p>II. Present a student/parent panel discussion of practices on dating and non-dating behavior.</p> <p>II. Debate/discussion: One panel contains females and the other panel contains males. Boys present what girls' responsibilities should be on a date and girls will have opportunity to react and discuss boys' recommendations.</p> <p>Girls present what boys' responsibilities should be on a date and boys will have the opportunity to react and discuss girls' recommendations.</p> <p>II. Ask the boys to develop a code of dating behavior appropriate for their age level and have the girls do the same.</p> <p>II. Role play a parent trying to convince a son or daughter that he/she is too young to date.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>III. Preparation for Marriage</p> <p>A. Role of the family in society</p> <ol style="list-style-type: none"> 1. Typical families in our society 2. Alternative family life styles 3. Function of family 4. Roles of adult family members <ol style="list-style-type: none"> a. Wife/mother b. Husband/father <p>B. Engagement</p> <ol style="list-style-type: none"> 1. Definition/purposes 2. Opportunities and responsibilities 3. Desirable length of engagement period 		<p>II. Brainstorm the pressures that are present in experiences that boys and girls choose to accept in order to gain social acceptability (steady dating; dating behavior).</p> <p>II. Have the students and parents share a panel and discuss the topic "dating behavior."</p> <p>III. Divide into groups. Each group should list the reasons why there exists a lack of continuity between generations caused by:</p> <ol style="list-style-type: none"> (a) family members living apart, (b) fathers working away from home, (c) families which move frequently, (d) nursemaids in home, (e) baby-sitters and nursery schools, (f) single parent family. <p>III. Contrast the American family structure (nuclear or extended) with the structure in a Kibbutz in a group discussion.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>4. Areas to consider</p> <ol style="list-style-type: none"> Finances Careers and professional goals Mutual responsibilities in marriage Pre-marital relations Children In-laws <p>C. Selecting a marriage partner</p> <ol style="list-style-type: none"> Major factors <ol style="list-style-type: none"> Hereditary characteristics Strength of commitment Identifying realistic expectations Desirable qualities Age and maturity <p>D. Marriage Laws</p> <p>E. Premarital medical examinations</p> <ol style="list-style-type: none"> Personal health history Family health history General physical exam 		<p>Ask the students to research and report on the significance of the Oriental point of view on ancestors, death of the aged, etc</p> <p>III. Ask each student to interview four married couples (two married less than five years, two married more than twenty years). Ask if their engagement was long or short (short engagement is less than six months, long engagement is more than six months).</p> <p>Ask the following questions:</p> <ol style="list-style-type: none"> What did you expect before you entered into the marriage? Were your expectations confirmed or refuted? What were the reasons for your long or short engagement? <p>III. Ask the girls to write definitions of love and infatuation (anonymously). Ask boys to write definitions of love and infatuation (anonymously). Compare the lists to determine any appreciable similarities or differences.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>4. Pap smear and breast examination for women</p> <p>F. Premarital counseling</p> <p>1. Marital adjustments</p> <p>2. Family planning</p> <p>G. Adjusting in marriage</p> <p>1. Individual and mutual needs of husband/wife</p> <p>2. Marriage contracts</p> <p>3. Major adjustments</p> <p>a. Personality</p> <p>b. Economics</p> <p>c. Sexual</p> <p>d. Religion</p> <p>e. Social/cultural</p> <p>4. Potential sources of conflict</p> <p>a. Money</p> <p>b. Changing roles</p> <p>c. Accepting responsibilities</p> <p>d. Two-career families</p> <p>e. Children</p> <p>f. In-laws</p> <p>5. Family crisis</p> <p>a. Type/causes</p>	<p>The student:</p> <p>III. Identifies common problems shared by married couples.</p>	<p>III. Analyze marriage laws in our state and give the justification for these laws. How do they affect each member of the family? (May get assistance from local judge or lawyer.)</p> <p>III. Debate the topic, "People fail, not marriages."</p> <p>III. List and discuss in small groups problems to be considered prior to marriage. Each group will represent a different topic considering such things as religion, budgeting, politics, social affiliations, marriage contracts, children, education of children, and others. Develop a rationale as to why these topics could present problems. Offer feasible compromises.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<ul style="list-style-type: none"> 1) Serious illness and accidents 2) Financial 3) Marital conflict 4) Death of child 5) Others 6. Social problems relating to marriage <ul style="list-style-type: none"> a. Common types <ul style="list-style-type: none"> 1) Unhappy homes 2) One-parent family (death, desertion, divorce, etc.) b. Effects of such problems c. Parenting and solving problems IV. Alternative Life Styles <ul style="list-style-type: none"> A. The single life B. Other alternatives <ul style="list-style-type: none"> 1. Cohabitation 2. Common law marriage 3. Trial marriage 	<p>The student:</p> <ul style="list-style-type: none"> III. Identifies sources of help in solving the problems met by married couples. 	<ul style="list-style-type: none"> III. Ask students to compile a list and develop a brochure on family crisis centers and their services within the community. III. Invite the following speakers to talk to the class: <ul style="list-style-type: none"> 1. A marriage counselor to discuss with the class some case studies on marriage. 2. A nurse from family planning.

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>V. Family Planning</p> <p>A. Factors involved in decision about when to have a child</p> <ol style="list-style-type: none">1. Maturity of parents2. Economic status3. Conflict with other goals4. Health/heredity (genetic-linked diseases)5. Age <p>B. Major categories of birth control methods</p> <ol style="list-style-type: none">1. Abstinence2. Sterilization/methods<ol style="list-style-type: none">a. Womenb. Men3. Contraceptions<ol style="list-style-type: none">a. By prescriptionb. Without prescription <p>VI. Pregnancy and Childbirth</p> <p>A. Prenatal development</p> <p>B. Modern medical care procedures</p> <ol style="list-style-type: none">1. Fetal monitoring2. Genetic screening3. Others		

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>C. Stages of delivery</p> <p>D. Types of delivery</p> <ol style="list-style-type: none"> 1. Natural 2. Caesarean section 3. Midwifery <p>E. Spontaneous and Therapeutic Termination of Pregnancies</p> <p>VII. Parenting</p> <p>A. What is parenting?</p> <ol style="list-style-type: none"> 1. Safety, nutrition and health 2. Sensorimotor development 3. Language development 4. Intellectual growth 5. Social and emotional development 6. Discipline <p>B. Contemporary issues and problems</p>		<p>VII. Have students carry an egg (symbolizing an infant) around school, home and town. They must dress, feed and care for the "infant" for at least one day. If the egg should break, look into funeral arrangements, etc. Have students explain to parents what their project responsibilities are.</p>

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189

183

NUTRITION

190

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. Foods</p> <p>A. Food identification by sight</p> <p>1. Fruits</p> <p>a. Bananas</p> <p>b. Oranges</p> <p>c. Apples</p> <p>2. Vegetables</p> <p>a. Potatoes</p> <p>b. Beans</p>	<p>The student:</p> <p>I. Identifies by sight various foods as fruits and vegetables. (Grade 1)</p>	<p>I. Provide a table array of several fruits (bananas, apples, oranges) and vegetables (potatoes, beans -- may use Food Models, Food Pictures); the students will indicate their skill in food discrimination by grouping the fruits (all oranges together, etc.). Students will name the fruits and vegetables and identify the color of each.</p> <p>I. Make a fruit salad and eat it. Identify fruits by name and color. Stress washing hands before eating.</p> <p>I. Cut pictures of food from magazines (or use Dairy Council Food Models). Attach paper clip on each Food Model and spread models on floor or table. Attach a string to a pole and tie a magnet to the end of the string. Have each student "fish" for a food model. If the student gives the correct name for the "catch," the student keeps it. Repeat until all "fish" are caught and identified.</p>

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<p>B. Food identification by sight and/or smell and taste</p> <ol style="list-style-type: none"> 1. Onions 2. Selected fruits <ol style="list-style-type: none"> a. Salty b. Sour c. Bitter d. Sweet 	<p>The student:</p>	<ol style="list-style-type: none"> I. Have students identify from a set of foods the food that does not have the same attributes as the other foods in the set. (Fruit group: orange, banana, potato, pear) I. Have students taste and identify unfamiliar foods. I. Blindfold a student and allow him/her to smell a "strong" (onion) and "mild" (apple) odored food. Students should identify food by smell. I. Discuss with students what they use to smell. Ask students if a whole onion or apple smells different from a cut onion or apple. I. Read <u>Green Eggs and Ham</u> by Dr. Seuss. Discuss the importance of tasting foods, especially unfamiliar foods. Cook and serve the children eggs colored with green food coloring. Stress safety in cooking and washing hands before eating.

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<p>C. Food identification by sight, touch, and/or sound</p> <p>1. Touch</p> <p>a. Smooth</p> <p>b. Fuzzy</p> <p>c. Rough</p>	<p>The student:</p>	<p>I. For a "2-Bite-Club." To earn a badge or star on class chart, student must eat 2 bites of every food on his plate at lunch. After lunch, list foods on board and discuss with students how the food tasted.</p> <p>I. Have a "tasting party." Check with Food Service Manager about availability of foods for Nutrition Activity. Invite manager to discuss foods provided (commodity products when available, i.e., canned fruits). As students taste fruits, ask, Is it sweet? Sour? Salty? Bitter? Does it taste good?</p> <p>I. Use a "Feel Box " to allow students to identify foods by touch (apple, orange, potato). "Feel Box" can be constructed from coffee can with sack to cover top, or shoe box:</p> <p>cut toe from sock cover can with "toe" end of sock</p>

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<p>2. Sound</p> <p>a. Popping</p> <p>b. Cracking</p>		<p>I. Group foods according to the way they feel (i.e., smooth, fuzzy, rough).</p> <p>I. Have students describe a variety of foods by using color, size, shape, texture, sound, smell and taste words. (Grade 1)</p> <p>I. Show pictures of food and have students give a "thumbs up" sign if it's "noisy" when eaten, or a "thumbs down" sign if it's quiet when eaten. Foods could be eaten if available.</p> <p>I. Use a tape recording of sounds which include certain foods being eaten or cooked. Students will identify the sounds by sound--i.e., bacon frying; popcorn popping; cereal when milk is added; other sounds such as car starting; dog barking; child crying.</p> <p>I. Pop popcorn in class. Serve to children. Discuss the sounds heard during popping and eating.</p>

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<p>D. Identification of types (forms) of food</p> <ol style="list-style-type: none"> 1. Fresh 2. Frozen 3. Canned 4. Dried <p>E. Origin of food</p> <ol style="list-style-type: none"> 1. Plant sources of food <ol style="list-style-type: none"> a. Roots b. Leaves c. Stems d. Fruits e. Seeds 		<ol style="list-style-type: none"> 1. Show pictures and discuss foods that can be bought in different forms. (Magazine or Dairy Council food models) I. Prepare and taste fruit or vegetable that is fresh, frozen, canned, or dried (i.e., apple/applesauce; grape/raisin; tomato/catsup). I. Display poster with vegetables that are roots, stems, leaves, flowers, seeds and fruits. Have students point to the vegetables that are roots, stems, leaves, flowers, etc. (Dairy Council Poster ...Versatile Vegetables. See how they grow.) I. Show pictures of lettuce, celery, apples, carrots, and peas. Have students put pictures under correct column for roots, leaves, stems, etc. I. Tasting party of foods from different parts of the plant. I. Give each student a picture of a fruit or vegetable. Have those

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<p>2. Animal sources of food</p> <ol style="list-style-type: none"> Meat Milk Produce Eggs <p>F. Nonfoods vs. Foods</p> <p>G. Food Groups</p> <ol style="list-style-type: none"> Bread/cereal Fruits/Vegetables Meat Milk 	<p>The student:</p> <ol style="list-style-type: none"> Classifies items as foods or nonfoods. (Grade 1) Identifies four food groups. (Grade 1) Classifies foods according to four food groups. (Grade 3) 	<p>students with "roots" to group together, "stems" together, etc. Have students make picture collages and label them "ROOTS," "STEMS," etc. Hang collages.</p> <ol style="list-style-type: none"> Worksheet. Match food products to the animal source. Make a chart with a "food corral" for a cow, pig, and chicken. Distribute food pictures of animal products. Each student will "corral" his food product with the correct animal. List school menu on board. Ask students which foods from lunch are from animals and which are from plants. Worksheet. Circle foods and put an "X" through nonfoods (rock, toy, etc.). Show charts representing each of the Basic Food Groups and have students name each food group.

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<p>H. "Other" food group -- foods not included in the Four Food Groups</p>	<p>The student:</p>	<p>I. Filmstrip: <u>NUTRITION FOR CHILDREN: THE NUTRIENT EXPRESS</u>. Available from FNS Library; Food and Nutrition Services, State Department of Education, P. O. Box 44064, Baton Rouge, Louisiana 70844.</p> <p>I. Make "Basic Four Wheel."</p> <p>I. Have students paste foods in each section according to the food group. Label each food group.</p> <p>I. Use four 1/2 gallon milk cartons to make a "Basic Four Food Train." Have students place pictures of food into the correct train car.</p> <p>I. Filmstrips: <u>NUTRITION FOR CHILDREN: THE NUTRIENT EXPRESS</u>, and <u>WINNIE THE POOH, NUTRITION AND YOU: BALANCED DIET</u>. Available from FNS Library. See address listed above.</p> <p>I. Give students pictures of all types of foods. Group pictures of foods (i.e., candy, butter,</p>

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<p>1. Candy</p> <p>2. Chips</p> <p>3. Jellies</p> <p>4. Jam</p> <p>I. Balanced meal -- a meal with one food from each of the Four Food Groups</p> <p>J. Balanced diet - includes the following servings per day from each of the Four Food Groups:</p>	<p>The student:</p> <p>I. Identifies foods that comprise a balanced meal as a meal with one food from each of the Four Food Groups. (Grade 3)</p>	<p>condiments, jams, and jelly, chips, cakes, cookies, pies, popsicles, carbonated beverages) not belonging to any of the Four Food Groups into the "Other" Food Group category.</p> <p>I. Film: <u>WHAT'S GOOD TO EAT?</u> Free loan from FNS Library. (See address listed on page 101.)</p> <p>I. Worksheet. Circle plates with balanced meals. Cut and paste pictures on paper plate depicting a balanced meal.</p> <p>I. Put lunch menu on board. Determine if meal is balanced.</p> <p>I. Plan a balanced meal. Talk with food service manager about serving meal planned by class.</p> <p>I. Show the class charts, pictures, or food models of two diets. Students will select the diet that is balanced.</p>

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<ul style="list-style-type: none"> 1. Bread/Cereal - four servings 2. Fruits/Vegetables - four servings 3. Milk - three servings 4. Meal - two servings <p>K. Factors influencing food choices</p> <ul style="list-style-type: none"> 1. Attitudes 2. Appearance/taste of food 3. Age of individual 4. Advertising 5. Labeling 		<ul style="list-style-type: none"> I. Keep a record of foods eaten at breakfast, lunch, dinner, and snacks for one day. Divide the class in groups and analyze food records to determine if the diet is balanced. I. Filmstrip: <u>NUTRITION FOR CHILDREN: GEORGE GORGE AND NICKY PERSNICK</u> -- free loan - FNS Library. (See address at page 101.) I. Discuss with class "WHY DO YOU EAT THE FOODS THAT YOU EAT?" List factors on board (looks good, smells good, tastes good, etc.). I. Discuss information given on various food labels. I. Bring labels from home from jars, cans, packages, or containers of two different food products. List the following information from the labels: brand name; food name; net weight; ingredients in order given on label.

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		<p>I. List "favorite" foods and discuss individual preferences. Ask students: What do you like about your favorite food? How does it taste? With what meal or snack do you have your favorite food?</p> <p>I. How the foods eaten by an infant, first grader, parent, grand-parent differ.</p> <p>I. How Saturday morning commercials influence diet selection.</p> <p>I. Film: <u>SOOPERGOOP</u> (reveals how children are influenced by advertising). Free loan - FNS Library. (See address on page 101.)</p> <p>I. Discuss with students that the ingredient listed first on the label is the ingredient present in the greatest amount.</p> <p>I. List all food labels with sugar as the first ingredient.</p>

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L. Breakfast	<p>The student:</p> <p>I. Explains why eating breakfast improves school performance. (Grades K-1)</p>	<p>I. Filmstrip: <u>NUTRITION FOR CHILDREN: BREAK THE FAST</u> -- free loan - FNS Library. (See address on page 101.)</p> <p>I. Ask students how many have ever skipped breakfast. Discuss. How did you feel in school? (Tired, grumpy, sleepy) Discuss how students feel when they eat breakfast. Contrast.</p>
M. Nutritious snacks	<p>I. Selects and distinguishes between nutritious and non-nutritious snacks. (Grades K-1)</p>	<p>I. Shown pictures of nutritious snacks and non-nutritious snacks, the student selects pictures of nutritious snacks. Tasting party of nutritious snacks (i.e., raw fruits or vegetables, peanut and raisin mix).</p> <p>I. Filmstrip: <u>THE SNACKING MOUSE</u> - FNS Library. (See address on page 101.)</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>II. Nutrients</p> <p>A. Six classes of nutrients</p> <ol style="list-style-type: none"> 1. Carbohydrate 2. Fat 3. Protein 4. Minerals 5. Vitamins 6. Water 	<p>The student:</p>	<ol style="list-style-type: none"> II. Introduce the definition for nutrient. II. List the six classes of nutrients on the board. Make a mobile identifying the six classes of nutrients. II. Film: <u>FOOD AND GROWTH</u> - FNS Library - free loan. (See address on page 101.)

213

214

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<p>B. Sources of nutrients</p> <ol style="list-style-type: none"> 1. Carbohydrates <ol style="list-style-type: none"> a. Sugars b. Starches c. Bread d. Potatoes e. Rice f. Cereal 2. Fats <ol style="list-style-type: none"> a. Visible fat <ol style="list-style-type: none"> 1) Butter 2) Meat b. Invisible fat <ol style="list-style-type: none"> 1) Milk 2) Meat 3. Proteins <ol style="list-style-type: none"> a. Complete protein (meats) b. Incomplete protein (legumes) 4. Minerals <ol style="list-style-type: none"> a. Calcium (milk) b. Iron <ol style="list-style-type: none"> 1) Meat 2) Dark green leafy vegetables 5. Vitamins <ol style="list-style-type: none"> a. Fruits b. Vegetables 		<p>II. Discuss the sources of nutrients. Make student booklet and classroom bulletin board on "Sources of Nutrients."</p>

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<p>6. Water</p> <ul style="list-style-type: none"> a. Fruit-juices b. Milk c. Fruits d. Vegetables e. Meat <p>C. Functions of nutrients</p> <ul style="list-style-type: none"> 1. Nutrients are needed to live 2. Nutrients are needed to grow. 	<p>The student:</p> <p>II. States the four general functions of nutrients. (Grade 3)</p>	<p>II. Discuss the differences between living things (grow and move) and non-living things (do not grow and do not move).</p> <p>II. Discuss with class that people need food (the nutrients in food) to live.</p> <p>II. Discuss with class that the nutrient protein is needed for muscle growth.</p> <p>II. Discuss with class that the mineral calcium is a nutrient needed for growth of bones and teeth.</p> <p>II. Cover a clean chicken bone with vinegar and leave it for several days. Observe that the bone will then bend easily. Discuss what would happen to your bones if you did not eat foods containing calcium. List good food sources of calcium.</p>

217

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<p>3. Nutrients are needed to go</p> <p>4. Nutrients are needed to "glow"</p>		<p>II. Film: <u>FOOD AND GROWTH</u> - FMS Library - free loan. (See address on page 101.)</p> <p>II. Discuss the definition for energy. (See glossary of terms.)</p> <p>II. Use the analogy of fuel to make a car run and food (nutrients: carbohydrate, protein, fat) to make people go. Discuss with class.</p> <p>Try various ways of moving - skipping, hopping, wiggling, jumping. Ask students if they need energy to do these things. List nutrients which give us energy. Discuss with class the nutrients (vitamins, minerals and water) which do <u>not</u> give us energy.</p> <p>II. List food sources of nutrients which give us energy.</p> <p>II. Discuss the "outward" signs of eating properly (healthy-looking skin, hair, teeth, eyes, etc.).</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>D. Individual nutrient needs--need for carbohydrates, fats, and proteins (energy sources) vary</p> <ol style="list-style-type: none"> 1. Active vs. less active person 2. Young vs. older person 3. Large vs. small person <p>III. Food Choices and Health</p> <p>A. Dental health</p>	<p>The student:</p> <p>II. Identifies situations in which more energy is needed. (Grade 3)</p> <p>III. Identifies snacks that increase the risk of dental caries. (Grade 3)</p>	<p>II. Culmination activity: Write a skit and/or song with "grow-go-glow" theme. Present to class, school or PTA.</p> <p>II. Discuss with class that the amount of energy your body needs depends on how active you are.</p> <p>II. Contrast the energy needs of a large person (football player) vs. small person (infant).</p> <p>III. Film: <u>THE MUNCHERS, A FABLE</u> - FNS Library. (See address on page 101.)</p> <p>III. Worksheet. List snacks high and low in sugar content.</p> <p>III. Invite dentist to visit class and discuss importance of eating the right foods in maintaining food teeth.</p>

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B. Child Nutrition Programs		<p>III. List school lunch menu for the day. Identify food group each food item goes in.</p> <p>III. Have students select foods from the school lunch menu that contain items from each of the food groups.</p> <p>III. Invite cafeteria manager to discuss how meals are planned to include foods from each of the Four Food Groups.</p> <p>III. Discuss how snacks high in sugar content increase the risk of dental caries.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. Foods</p> <p>A. Food Groups</p> <ol style="list-style-type: none"> 1. Bread/Cereal - includes bread, cereal, pasta products 2. Fruit/Vegetables - includes apples, oranges, peaches, bananas, squash, beans, peas, broccoli, cabbage, carrots 3. Meat - includes beef, pork, fish, eggs, poultry, legumes, nuts 4. Milk - includes milk and milk products 	<p>The student:</p> <ol style="list-style-type: none"> I. Categorizes foods from each of the Four Food Groups and the "Other" Food Group. 	<ol style="list-style-type: none"> I. Make posters, collages, and pictures categorizing foods from each of the Four Food Groups and the "Other" Food Group. I. "Basic Four Food Game." Teams draw food cards and identify food group to which each food belongs. Points are awarded for correct placement of food. I. Shown a variety of unbalanced menus (school lunch, "fast food," etc.), student will name the food group which is missing. The student will name specific foods to add to the menus so that all Four Food Groups are represented. I. Film: <u>WHAT'S GOOD TO EAT</u> (available from Food and Nutrition Services Library; Food and Nutrition Services, State Department of Education, P. O. Box 44064, Baton Rouge, Louisiana 70804).

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>5. "Other Foods" - Empty calorie foods</p> <p>B. Balanced meal</p> <ol style="list-style-type: none"> 1. Breakfast 2. Lunch 3. Dinner 		<p>I. Have students identify a variety of "empty" calorie foods (foods which provide calories but little or no nutritive value).</p> <p>I. Discuss bar graphs comparing nutrient content of "empty" calorie foods and foods from the Basic Four Food Groups. Use Comparison Cards available from Food and Nutrition Dairy Council, Inc., 1121 N. Causeway Boulevard, Metairie, Louisiana 70001.</p> <p>I. Discuss definition for balanced breakfast.</p> <p>I. Show two plates, one with a balanced breakfast and one with an unbalanced breakfast. Have students circle the balanced breakfast and draw the missing food component to make the unbalanced breakfast a balanced breakfast.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>C. Balanced diet</p> <ol style="list-style-type: none"> 1. Bread/Cereal - four servings 2. Fruit/Vegetables - four servings 3. Meat - two servings 4. Milk - three servings <p>D. Snacks</p> <ol style="list-style-type: none"> 1. Nutritious snacks from the four food groups 	<p>The student:</p> <p>I. Categorizes a variety of nutritious and non-nutritious snacks.</p>	<p>I. Plan a balanced breakfast. Plan a balanced meal and talk with Food Service Manager about having your class's menu served for lunch.</p> <p>I. List and discuss dinner menus from previous night. Evaluate to determine if menus were balanced.</p> <p>I. Discuss definition for balanced diet. Show two daily menus, one balanced and one unbalanced. Have students identify the balanced diet. Make corrections in the unbalanced diet to make it balanced.</p> <p>I. Maintain individual dietary record for one day. Evaluate dietary record to determine if balanced diet was eaten. Make suggestions for dietary adjustment (if needed) to balance diet. Discuss with class.</p> <p>I. Discuss definitions for nutritious and nonnutritious snacks</p>

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<p>2. Nonnutritious snacks from the "Other" food group</p> <p>II. Nutrients</p> <p>A. Six classes of nutrients</p> <ol style="list-style-type: none"> 1. Carbohydrates 2. Fats 3. Protein 4. Mineral 5. Vitamin 6. Water 	<p>The student:</p> <p>II. Identifies by name the six essential nutrients.</p>	<p>I. List students' favorite snacks. Categorize snacks as nutritious or nonnutritious.</p> <p>I. Bulletin board--students write and illustrate riddles on favorite nutritious snacks.</p> <p>I. Visit the vending machines and chart nutritious and nonnutritious snacks. Make suggestions for eliminating nonnutritious snacks and replacing these with nutritious snacks.</p> <p>I. Coordinate with cafeteria manager a nutritious snack-tasting party.</p> <p>II. Discuss the six classes of nutrients</p>

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<p>B. Sources of nutrients</p> <p>1. Carbohydrates</p> <p>a. Sugars and starches</p> <p>1) Bread</p> <p>2) Potatoes</p> <p>3) Rice</p> <p>4) Cereal</p> <p>2. Fats</p> <p>a. Visible fat</p> <p>1) Butter</p> <p>2) Meat</p> <p>b. Invisible fat</p> <p>1) Milk</p> <p>2) Meat</p> <p>3. Proteins</p> <p>a. Complete proteins (meats)</p> <p>b. Incomplete proteins (legumes)</p> <p>4. Minerals</p> <p>a. Calcium (milk)</p> <p>b. Iron (meat, dark green leafy vegetables)</p> <p>5. Vitamins</p> <p>a. Fruits</p> <p>b. Vegetables</p>		<p>II. Discuss that nutrients are furnished by foods.</p> <p>II. Make posters that show the main sources of each nutrient.</p> <p>II. Read labels of food products and discuss or chart the foods containing major portions of each nutrient.</p> <p>II. Conduct analysis of food products to identify the presence of nutrients.</p> <p>II. Carbohydrate - Starch (complex carbohydrate). Put a drop of iodine solution on food to be tested. If drop turns reddish-brown to blue-black, starch is present. (Test potato, cracker.)</p> <p>II. Fat - Rub a food on a piece of brown or white paper. Let the paper dry, then hold the paper up to the light. If a greasy spot remains on the paper, fat is present. (Test peanut.)</p>

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	<p>The student:</p>	<p>II. Protein - Burn a food on aluminum foil. Notice the smell the burning food produces. If protein is present, the burning food will smell like burning hair, wool, or chicken feathers. (All contain protein. Test meat.)</p> <p>I Minerals - Burn the food well on aluminum foil over a flame. Minerals do not burn. If a grey ash remains, minerals are present. (Test milk.)</p> <p>II. Vitamin C - Mix two cups of water with two tablespoons cornstarch. Boil the mixture three minutes and cool. Take slices from a variety of fruits. Place each fruit slice in a waterproof cup. Add one drop of iodine to one teaspoon of the water-cornstarch mixture. Place this mixture on the fruit. If the iodine-cornstarch-water mixture turns clear, Vitamin C is present. (Test orange.)</p>

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<p>C. Functions of nutrients</p> <ol style="list-style-type: none"> 1. Carbohydrates, fats, proteins - energy 2. Protein - growth and repair of body tissues 3. Vitamins - help other nutrients work 4. Minerals - body builders 5. Water - transports other nutrients in the body <p>D. Individual nutrient needs</p> <ol style="list-style-type: none"> 1. Need for carbohydrates, fats, and proteins (energy sources) vary <ol style="list-style-type: none"> a. Active vs. less active person b. Young vs. older person c. Large vs. small person <p>E. How the body processes food (nutrients)</p> <ol style="list-style-type: none"> 1. Digestion -- organs of digestion and their function 	<p>The student:</p> <ol style="list-style-type: none"> II. Differentiates between nutrients that supply energy and those that do not. II. Identifies ways in which age and activity can influence a person's energy needs. 	<ol style="list-style-type: none"> II. Discuss general function of each nutrient. II. Discuss the nutrients (vitamins, minerals, water) that do <u>NOT</u> furnish energy. II. Compare the energy needs of the following: long-distance runner; chess player; senior citizen; teenage boy; infant. Discuss how individual nutrient needs vary. Discuss how energy needs are influenced by activity and age. II. Film: <u>FOOD AND GROWTH</u> - free loan - FNS Library. II. Discuss process of digestion. The diagram (transparency, chart) to point out organs of digestive system and the function of each.

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<p>III. Diet and Health</p> <p>A. Long-term health</p> <p>B. Mental/Intellectual</p> <p>IV. Diet and the Consumer</p> <p>A. Advertising--commercial ads influence food choices</p>		<p>II. Make model of digestive system. Label each organ and describe its role in digestive process.</p> <p>III. Discuss the effects of consuming a balanced diet on health (short-term and long-term).</p> <p>III. Discuss the effects of consuming a balanced diet on school performance (mental).</p> <p>IV. Discuss definition of advertising.</p> <p>IV. Discuss with students how advertising stimulates their desire for a product.</p> <p>IV. Bring food ads from a magazine or newspaper to class. Post ads on bulletin board. Ask students how each ad entices or appeals to buyers. Ask students to identify misleading information.</p>

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<p>B. Labels</p> <ol style="list-style-type: none"> 1. Ingredients 2. Amount/weight 3. Manufacturer, etc. 4. USRDA's 	<p>The student:</p> <p>IV. Reads a label and selects foods which help to prevent dental caries.</p>	<p>IV. Report to class on Saturday morning TV cartoons and identify appeals used to influence people to buy a product.</p> <p>IV. Film: <u>SOOPERGOOP</u> - Free loan - FNS Library.</p> <p>IV. Write and produce a skit for younger students on the power of advertising.</p> <p>IV. Bring food labels of "favorite" snack foods from home (label only) List ingredients in order of appearance on label. Identify those snack foods which have sugar listed as the first or second ingredient. Identify those snack foods which <u>DO NOT</u> have sugar listed as the first or second ingredient. Discuss with students those products which would promote dental caries. Discuss with student those products which would help prevent dental caries.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. Foods</p> <p>A. Food groups</p> <ol style="list-style-type: none"> 1. Bread/Cereal 2. Fruit/Vegetables 3. Meat 4. Milk 5. "Other" 6. Combination Foods <p>B. Balanced Diet - Adolescents (3-2-4-4)</p> <ol style="list-style-type: none"> 1. Milk group - 3 servings 2. Meat group - 2 servings 3. Vegetables and Fruit - 4 servings 4. Bread and Cereal - 4 servings 	<p>The student:</p> <ol style="list-style-type: none"> 1. Plans a balanced diet that meets the nutritional and calorie needs of most adolescents. (3-2-4-4 Diet Plan) 	<ol style="list-style-type: none"> 1. Discuss the definition for a balanced diet. Discuss the fact that a balanced diet meets the nutritional and calorie needs of most people. 2. View film on Four Food Groups and the importance of eating a balanced diet for good health. 3. Film: <u>WHAT'S GOOD TO EAT</u> - FNS Library. Food and Nutrition Services, State Department of Education, P. O. Box 44064, Baton Rouge, Louisiana 70804. 4. Instructional Television (ITV): "Soup-to-Nuts" - ITV Series - Lesson 3. Broadcast over educational TV or 3/4" videotapes available from FNS Library. (See address listed above.) 5. Keep daily dietary record. Classify foods eaten into Four Food Groups to determine if daily diet is balanced. Identify food

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>B. Diet selection</p> <ol style="list-style-type: none"> 1. Teenager's diet <ol style="list-style-type: none"> a. Foods frequently eaten b. Foods less frequently eaten c. Variations in caloric intake d. Excesses/deficiencies in nutrient content e. Skipping meals f. Breakfast g. Snacks h. Vegetarian diet i. Vending machines j. Fast foods 	<p>The student:</p> <ol style="list-style-type: none"> I. Identifies factors responsible for vitamin and mineral deficiencies in a teenager's diet. 	<p>groups where consumption was below the recommended number of servings. Make adjustments necessary to balance diet.</p> <ol style="list-style-type: none"> I. Make collage titled, "You Are What You Eat." Select pictures for collage based upon weekly dietary record. Contrast collages. Class discussion. I. Discuss factors such as eating vegetables and fruits infrequently; skipping meals; snacking in place of eating meals; and eating excesses of "fast foods" high in carbohydrates and fats as reasons for a teenager's diet being deficient in vitamins and minerals. I. Weight Management Unit - available through Food and Nutrition Services, State Department of Education, P. O. Box 44064, Baton Rouge, Louisiana 70804.

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>k. Other factors:</p> <ol style="list-style-type: none">1) Family patterns2) Preparation time3) Cost4) Peer pressure5) Mass media6) Economics7) Time schedule <p>247</p>	<p>The student:</p>	<ol style="list-style-type: none">I. ITV: "Soup-to-Nuts," Lessons 1, 2, 7, 8, and 9, broadcast over Educational TV or 3/4" tapes through the FNS Library.I. Write a paragraph on the topic, "You Are What You Eat."I. Survey class to find out how many ate in a restaurant at any time during the week. List the foods eaten and classify into Four Food Groups. Evaluate in terms of a balanced diet.I. Develop a list of nutritious snacks that make a positive contribution to the diet.I. Discuss the nutritional and caloric contributions that snacks make to overall diet selection and to overall nutritional adequacy of diet. <p>213</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>II. Nutrients</p> <p>A. Classes of nutrients</p> <ol style="list-style-type: none"> 1. Carbohydrates 2. Fats <p>219</p>		<ol style="list-style-type: none"> I. Discuss why snacking is important in meeting higher caloric needs of teenagers. I. Discuss forms of peer pressure which influence food choices. Contrast diet selection among classmates. I. Survey food items offered in vending machines. Categorize as nutritious or nonnutritious. I. Using food comparison cards, compare the nutritional value of snack foods. (Food comparison cards available from National Dairy Council) Identify snacks which will contribute the nutrients Vitamin A, Vitamin C., Calcium and Iron, often lacking in the diet of teenagers. II. ITV: "Soup-to-Nuts" - Lesson 3. Broadcast over educational TV or 3/4" tapes available, FNS Library. <p>259</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>3. Protein</p> <p>a. Complete</p> <p>b. Incomplete</p> <p>4. Minerals</p> <p>a. Calcium</p> <p>b. Iron</p> <p>5. Vitamins</p> <p>a. Fat soluble (A, D, E, K)</p> <p>b. Water soluble (B, C)</p> <p>6. Water</p> <p>B. Alteration in nutrient content of food resulting from</p> <p>1. Processing</p> <p>2. Storage</p> <p>3. Preparation</p> <p>4. Preservation</p> <p>5. Enrichment</p> <p>6. Fortification</p>		<p>II. Contrast nutrient content of various foods using bar graphs. (National Dairy Council)</p> <p>II. Discuss the definition for: Complete protein; incomplete protein; fat soluble vitamins; water soluble vitamins. (See Glossary)</p> <p>II. ITV: "Soup-to-Nuts" - Lessons 8, 9. Broadcast over educational TV or 3/4" tapes available, FNS Library.</p> <p>II. Discuss ways processing and preparation of foods may reduce the nutrient content.</p> <p>II. Discuss ways processing and preparation techniques may prevent the contamination and/or deterioration of foods.</p> <p>Discuss the definitions for "enriched" and "fortified" foods.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>C. Functions of nutrients</p> <ol style="list-style-type: none"> 1. Carbohydrates -- energy 2. Fats -- energy 3. Protein -- growth, repair 4. Minerals -- growth 5. Vitamins -- regulation 6. Water -- regulation <p>D. Individual nutrients need -- Recommended Dietary Allowance (RDA)</p> <ol style="list-style-type: none"> 1. Factors influencing RDA <ol style="list-style-type: none"> a. Age b. Sex c. Growth rate 	<p>The student:</p> <p>II. Identifies factors which influence an individual's nutrient needs.</p>	<p>II. List nutrients which are commonly added to cereals and grains in the enrichment process.</p> <p>II. Report of ways buying, storing or handling food can prevent contamination and/or minimize nutrient loss.</p> <p>II. ITV: "Soup-to-Nuts" - Lessons 3 and 4. Broadcast over educational TV or 3/4" tapes available, FNS Library.</p> <p>II. Study nutrients and report on contributions nutrients make to health.</p> <p>II. Discuss definition for RDA (Recommended Dietary Allowances -- recommended amounts of nutrients that most healthy people need daily for proper growth and health).</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
d. Health e. Activity f. Pregnancy, lactation		II. Discuss nutritional needs of family members and how these vary depending on age, sex, and amount of activity. II. ITV: "Soup-to-Nuts" - Lessons 3 and 7. Broadcast over educational TV or 3/4" tapes available, FNS Library. II. Contrast nutritional needs with activity levels throughout the life cycle. II. Report on dietary changes needed during pregnancy.
2. Child nutrition program		II. Interview school food service manager concerning requirements for the breakfast and lunch served at your school. Report to class and discuss.
3. U. S. Dietary goals		II. Discuss Dietary Goals (Pamphlet: <u>Nutrition and Your Health: Dietary Guidelines for Americans</u>) -- available through FNS Library.

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
E. Digestion/absorption of food nutrients 1. Digestion a. Mouth b. Stomach c. Small intestine 2. Absorption -- (Small intestine)		II. Analyze your dietary record with regard to U. S. dietary goals. Identify weaknesses in dietary record. Make suggestions for strengthening dietary habits. II. Discuss how a highly emotional experience affects the physical process of digestion. II. Have students identify health problems associated with salt and foods high in fat and sugar. II. Film: <u>HOW A HAMBURGER TURNS INTO YOU</u> - free loan - FNS Library. II. ITV: "Soup-to-Nuts" - Lesson 4. Broadcast over educational TV or 3/4" tapes available, FNS Library. II. Review physiological information pertaining to digestion. II. Discuss how exercise stimulates the appetite and how exercise aids digestion.

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
III. Diet/Health A. Long-term health 1. Physical health		II. Trace the digestive process by making charts. Contrast the chemical and mechanical action necessary for digestion. II. Identify food substances absorbed rapidly vs. slowly. Relate to satiety. III. Discuss relationship between diet and health or disease. III. ITW: "Soup-to-Nuts" - Lessons 1 and 2. Broadcast over educational TV or 3/4" tapes available, FNS Library. III. Discuss health consequences of nutrient deficiencies or excesses. III. Report to class on iron deficiency anemia. Report on and discuss with class, nutrient deficiencies common among young people. Recommend dietary solutions for these common problems.

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>2. Mental/intellectual health</p> <p>B. Factors which influence body weight</p> <ol style="list-style-type: none"> 1. Energy intake 2. Energy expenditure <p>C. Steps to weight control</p> <ol style="list-style-type: none"> 1. Diet/Snacks 	<p>The student:</p> <p>III. Identifies ways in which body weight is influenced.</p>	<p>III. Report on diseases associated with <u>severe</u> nutrient deficiencies and how diseases are cured.</p> <p>III. Discuss relationships of diet to mental performance.</p> <p>III. ITV: "Soup-to-Nuts" - Lessons 6 and 7. Broadcast over educational TV or 3/4" tapes available, FNS Library.</p> <p>III. Weight Management Unit - available through Food and Nutrition Services, State Department of Education, Box 44064, Baton Rouge, Louisiana 70804.</p> <p>III. Discuss how caloric intake and energy expenditure relate to weight gain/loss or maintenance of desired weight. (Energy balance; energy imbalance)</p> <p>III. Identify and discuss high-calorie and low-calorie snacks.</p> <p>III. Discuss calories and how calories relate to weight control.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>2. Exercise</p> <p>3. Behavior modification</p> <p>D. Effects of overweight and obesity</p> <ol style="list-style-type: none"> 1. Dangers to heart and circulatory system 2. Decreased physical activity 3. Increased susceptibility to some diseases <ol style="list-style-type: none"> 1) Diabetes 2) Hypertension 3) Heart attack 4. Increased surgical risk 5. Higher death rates 6. Emotional disturbances 		<p>III. Discuss what determines desired body weight.</p> <p>III. Compute ideal weight using height and weight charts.</p> <p>III. Discuss the hazards of obesity/underweight.</p> <p>III. Discuss the importance of some regular form of exercise in losing weight or maintaining desired weight.</p> <p>III. Discuss how foods from the Four Food Groups aid in losing weight/gaining weight/maintaining desired weight (based upon caloric content).</p> <p>III. Analyze the health effects of being overweight.</p> <p>III. Use role playing to portray problems of overweight and obesity.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>IV. Diet/Consumer</p> <p>A. Government agencies</p> <ol style="list-style-type: none"> 1. Food and Drug Administration 2. USDA <p>B. Labeling</p> <ol style="list-style-type: none"> 1. Characteristics of a good label 2. Purpose of labels <p>C. Advertising</p> <ol style="list-style-type: none"> 1. Quackery/fallacies 2. Fad diets 3. Health foods/natural foods 		<p>IV. Discuss the role of government agencies in providing reliable consumer information and enforcing safety and sanitation standards for the food supply.</p> <p>IV. Discuss USDA (see glossary).</p> <p>IV. Write letters to FDA and USDA requesting information concerning the roles these agencies play in consumer protection.</p> <p>IV. Identify information on food labels.</p> <p>IV. Determine how the information provided on the label can be used to make food choices.</p> <p>IV. ITV: "Soup-to-Nuts" - Lesson 7. Broadcast over educational TV or 3/4" tapes available, FNS Library</p> <p>IV. Analyze a TV commercial on food identifying the techniques and gimmicks used to persuade the viewers to purchase the product.</p>

TOPIC AREA NUTRITION

LEVEL III - GRADE 7

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
		<p>IV. Collect different types of diets that appear in magazines. Analyze diets in relation to the Four Food Groups and recommended number of servings.</p> <p>IV. Compare the nutritive value of "health" foods with similar foods sold in grocery stores. Discuss.</p> <p>IV. Collect labels and advertisements of food. Evaluate the accuracy of statements made.</p> <p>IV. Survey and collect data on prevailing fad diets/fallacies. Contrast with balanced diet information. Report to class.</p> <p>IV. Write and produce a skit on "Role of Advertising on Food Selection." Present to elementary students.</p> <p>IV. Report on activities (or lack of activities) today which contribute to overweight.</p>

288

287

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<ul style="list-style-type: none"> 4) Peer pressure 5) Mass media 6) Economics 7) Time schedule 		<ul style="list-style-type: none"> I. Identify potential nutrient deficiencies of a vegetarian diet. I. Contrast "expected" behavior pattern for person who skips breakfast and lunch, then snacks in the afternoon on "empty calorie" foods. I. Contrast a person who consumes a balanced diet vs. a person who snacks on "empty calorie" foods in place of meals.
<p>II. Nutrients</p> <ul style="list-style-type: none"> A. Classes of nutrients <ul style="list-style-type: none"> 1. Carbohydrates 2. Fats 3. Protein <ul style="list-style-type: none"> a. Complete b. Incomplete 4. Minerals <ul style="list-style-type: none"> a. Calcium b. Iron 5. Vitamins <ul style="list-style-type: none"> a. Fat soluble (A, D, E, K) b. Water soluble (B, C) 6. Water 		<p>II. Review classes of nutrients.</p>

271

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
D. Individual nutrient needs Recommended Dietary Allowances (RDA) 1. Factors influencing RDA a. Age b. Sex c. Growth rate d. Health e. Activity f. Pregnancy, lactation		II. Discuss situations where nutrients needs are greater (pregnancy, lactation, growing years). II. Discuss definition for RDA's and how RDA's are established. II. Discuss how individual energy needs are determined. II. Discuss the importance of the mother's diet to the future health and development of the child. II. Discuss how the nutritional habits of the mother affect the child before birth. II. Invite a dietitian to discuss therapeutic diets and diets during pregnancy/lactation. Report on why teenagers often have nutrition problems during pregnancy. II. Contrast a diabetic diet to a nondiabetic (regular) diet.

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
2. Child nutrition program		II. Report on the fallacy in the statement: "It is all right to wait until pregnancy to become conscious of eating a balanced diet."
		II. Contrast the caloric need of an active vs. non-active person. Relate to energy balance and weight gain or loss.
		II. Write article for school or local paper concerning regulations of SFS Program as related to: Meal Pattern; Nutritional Benefits; Use of Donated Commodity Foods; Cost of Meal.
3. U. S. Dietary Goals		II. Identify the dietary guidelines for Americans: (PAMPHLET: Available from Food and Nutrition Services, State Department of Education.)
		II. Identify foods selected by classmates for a day. Contrast to Dietary Goals. Make recommended changes in keeping with Dietary Goals.

277

278

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>E. Digestion of food/absorption of nutrients</p> <ol style="list-style-type: none"> 1. Digestion <ol style="list-style-type: none"> a. Mouth b. Stomach c. Small intestine 2. Absorption <ol style="list-style-type: none"> a. Small intestine <p>III. Diet/Health</p> <ol style="list-style-type: none"> A. Long term health (Physical health) B. Mental/intellectual health <p>C. Factors which influence body weight</p> <ol style="list-style-type: none"> 1. Diet/Snacks 2. Exercise 3. Behavior modification 	<p>The student:</p> <p>III. Identifies effective ways to lose weight which include sensible food selection and exercise.</p>	<p>II. Filmstrip: "Good Sense and Good Food," FNS Library. Food and Nutrition Services, State Department of Education, P. O. Box 44064, Baton Rouge, Louisiana 70804.</p> <p>Discuss how repeated stomach upsets or diarrhea affect absorption/nutritional status.</p> <p>III. Discuss how nutritional habits while young influence the quality of health when older.</p> <p>III. Discuss how skipping breakfast can influence mental functioning.</p> <p>III. Report on relationship between diet and mental health.</p> <p>III. Weight Management Unit - available through Food and Nutrition Services, State Department of Education, P. O. Box 44064, Baton Rouge, Louisiana 70804.</p> <p>Discuss the sensible diet plan (sound reducing diet and exercise).</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>D. Effects of overweight/obesity</p> <ol style="list-style-type: none"> 1. Dangers to heart and circulatory system 2. Decreased physical activity 3. Increased susceptibility to some diseases <ol style="list-style-type: none"> 1) Diabetes 2) Hypertension 3) Heart attack 4. Increased surgical risk 5. Higher death rates 6. Emotional disturbance 	<p>The student:</p> <p>III. Identifies the adverse effects of being overweight.</p>	<p>III. Discuss the importance of a physical examination before starting a weight control diet.</p> <p>III. Discuss the dangers of starvation diets: formula diets; diet pills; and one-food diets.</p> <p>III. Make written reports on the dangers of starvation diets and/or other food diets for teenagers.</p> <p>III. Develop a diet and exercise program and report to class.</p> <p>III. Class discussion of the effects of overweight/obesity relative to diabetes, hypertension and heart disease.</p> <p>III. Present class reports on factors in our society that promote obesity.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>IV. Diet/Consumer</p> <p>A. Government agencies</p> <ol style="list-style-type: none"> 1. FDA 2. USDA <p>B. Labeling</p> <p>C. Advertising</p> <ol style="list-style-type: none"> 1. Quackery/fallacies 2. Fad diets 3. Health foods/natural foods 		<p>IV. Write letters to Federal and State agencies. Report on Federal and State agencies' roles in providing food and/or nutrition information.</p> <p>IV. Compare foods on the basis of: nutrient content; cost. (Use nutrition charts, label information, and unit price.)</p> <p>IV. Identify gimmicks used to persuade consumers to purchase a product.</p> <p>IV. Report on food faddists and health quacks and their techniques in persuading people to buy worthless food supplements or highly restricted diets which may injure their health.</p> <p>IV. Survey classmates or analyze own diet to determine reasons for choosing foods which are eaten.</p> <p>Note which foods were chosen because of advertising claims.</p>

ADVERTISING - Television, radio, newspaper and magazine messages which encourage people to buy or use certain products or services.

ANTIBODIES - Protein substances that are responsible for the body's ability to combat infection.

BALANCED DIET - Daily diet that provides the following: (1) Bread/Cereal--4 servings; (2) Fruits/Vegetables--4 servings; (3) Meat--2 servings; and (4) Milk--3 servings.

BALANCED MEAL - Group of foods served together that provides at least one food from each of the Four Food Groups.

CALORIE - The unit for measuring energy. Calories measure food energy as well as the energy expended by the body.

CHILD NUTRITION PROGRAMS - Administered by U. S. Department of Agriculture, the goal of this program is to safeguard the health and well-being of the Nation's children. Included in these programs are: The National School Lunch and Breakfast Programs; NET (Nutrition Education and Training Program).

CO-ENZYMES - A substance, usually nonprotein in nature, which helps enzymes that do not act by themselves.

COMMODITY FOOD PRODUCTS - Foods donated to Child Nutrition Programs (including School Lunch and School Breakfast Programs) through USDA (United States Department of Agriculture).

DIET - All the food and beverages a person eats or drinks.

DIGESTION - The internal process of breaking food down into a form that can be used by the body.

ENERGY - The capacity to do work. The body needs energy for physical activity and body processes. Carbohydrates, fats, and proteins are the nutrients which provide energy.

ENERGY BALANCE - Energy balance is maintained when the number of calories eaten equals the number of calories used by the body for physical activity and body processes.

ENRICHED - Food to which nutrients have been added to restore nutrients lost during processing.

ENZYMES - A substance, usually protein in nature and formed in most body cells, which performs a specific function and acts to bring about one specific reaction.

FOOD GROUPS - Foods are grouped according to similar nutrient content as follows: Bread and Cereal Group; Fruit and Vegetable Group; Meat Group; and Milk Group.

BREAD/CEREAL GROUP - The Bread/Cereal Group includes all grains--such as barley, buckwheat, corn, oats, rice, rye and wheat--and the bread, breakfast cereals, grits, noodle and pasta products made from them.

FRUIT/VEGETABLE GROUP - The Fruit/Vegetable Group includes all fresh, canned, frozen, and dried fruits and vegetables except dried beans and peas. The latter are placed in the Meat Group because of their protein content. Corn may be served as a vegetable. Corn grits and meal are in the Grain Group.

MEAT GROUP - The Meat Group includes meat (beef, veal, pork, lamb, and wild game); fish and shellfish; poultry; eggs; legumes, such as dry beans, peas, lentils, and peanuts; and nuts.

MILK GROUP - The Milk Group includes all types of milk used as beverages and in food preparation, all kinds of natural and processed cheese and cottage cheese, yogurt, ice cream and ice milk.

"OTHER" FOOD GROUP - Foods not included in the other Four Food Groups may be classified as "other" foods. Examples are: cakes, sugar, cookies, candy, doughnuts, mayonnaise, salad dressing, pickle relish, butter, margarine, jellies, jams, soft drinks, popsicles, potato chips, corn chips, catsup, and mustard. These foods provide few nutrients except carbohydrate and fat. Foods from this group should COMPLEMENT but NOT REPLACE foods from the Four Food Groups.

COMBINATION FOODS - Foods that combine items from two or more of the Four Food Groups. For example: meat pie, containing roast beef (from the Meat Group), potatoes, peas, carrots, and onions (from the Fruit/Vegetable Group), and a crust made with enriched flour (from the Grain Group) is a nutritious food that contributes to three of the Four Food Groups. Others include: pizza, spaghetti, tacos.

EMPTY CALORIE FOODS - Foods which supply calories but little or no nutritive value.

FORTIFIED - Food to which nutrients that were not present initially have been added.

HORMONES - A substance produced in the glands and transported through the blood to another part of the body where they produce a specific effect.

NUTRIENT - Something found in foods that is necessary for life. (To grow, go, and glow.) The six classes of nutrients are: Carbohydrate; Fat; Protein; Minerals; Vitamins; and Water. All of the 50 or so nutrients known to be needed by people can be classified into these six classes of nutrients. (See chart.)

NUTRITION - Is how the body processes and uses the food we eat. (As defined by the White House Conference, "Food enables one to live, to grow, to keep healthy and well, and to get energy for work and play. Good nutrition is a foundation for good health.")

NUTRITIONAL LABELING - Is voluntary except when a nutrient is added or a special nutritional or dietetic claim is made, and then the label must provide nutritional labeling. Foods with nutritional labeling have a NUTRITION INFORMATION panel containing the following information: serving size; number of servings in the container; and the calories, protein, carbohydrate, and fat per serving. In addition, the percentage of U. S. Recommended Daily Allowance (USRDA) of protein and seven major vitamins and minerals per serving is listed. Additional information (i.e., on sodium, cholesterol, unsaturated fat) may appear.

NUTRITIOUS SNACKS - Snacks from one of the four food groups.

RDA - Recommended Dietary Allowances are established by the National Research Council. The RDA is based on available scientific knowledge and lists the levels of intake for essential nutrients considered adequate in meeting the nutritional needs of nearly all healthy persons. Except for energy, the RDA are estimated to exceed the nutrient needs of most individuals, thus ensuring the needs of practically all persons are met.

USRDA - Developed by the Food and Drug Administration for the purpose of nutritional labeling of foods. Generally, the USRDA represents the highest level of the RDA for each nutrient in each category.

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MENTAL AND EMOTIONAL HEALTH

295

CONTENT OUTLINE

STUDENT OBJECTIVES

ACTIVITIES TO ACHIEVE
STUDENT OBJECTIVES

The student:

I. Emotions

A. Definition

B. Kinds

1. Anger
2. Fear
3. Happiness
4. Love
5. Sadness

C. Ways to express emotions

1. Positive ways
2. Negative ways

D. Situations that may cause emotional responses

1. Dealing with brothers, sisters, and parents
2. Illness
3. Death
4. School
5. Moving
6. Peer relationships

I. Identifies basic emotions.

I. Discusses temper and ways to control it.

I. Play various kinds of music and discuss how music can influence emotions.

I. Show and discuss "Circle of Emotions" filmstrip. (State Film Library)

I. Draw pictures of faces showing showing various emotions.

I. Make a list of things that make you sad, happy and afraid.

I. Role play parents' reactions to situations that would cause an emotional response.

I. Discuss ways to use emotions constructively.

I. Collect and display pictures and drawings of happy children.

I. Display pictures of a variety of emotions with the caption, "Emotions We Live With."

CONTENT OUTLINE

STUDENT OBJECTIVES

ACTIVITIES TO ACHIEVE
STUDENT OBJECTIVES

The student:

- II. Getting Along With Others
 - A. Important people in our lives
 - 1. Family members
 - 2. Friends/classmates
 - 3. School personnel
 - 4. Community helpers
 - 5. Neighbors
 - B. Ways to get along with others
 - 1. Sharing
 - 2. Taking turns
 - 3. Following rules
 - 4. Respecting others
 - 5. Controlling emotions

- II. Participate in sharing and taking turns.

- II. Discuss ways to show love.
- II. Role play ways that people help each other in daily routines.
- II. Share experiences of helping/being helped.
- II. Make class mural showing what community helpers do to help others.
- II. Discuss how to make friends.
- II. Choose a student to be a "Big Brother/Sister" to a new student in school.
- II. Give "Citizen of the Month" awards.
- II. Alternate appointing class group leaders.
- II. Let students make some class rules.
- II. Discuss what to do when one feels sad; when others are unhappy; when something unfortunate happens.

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
The student:		
<p>III. Accepting responsibility</p> <p>A. Responsibility for actions</p> <ol style="list-style-type: none"> 1. Following class rules 2. Reasons for rules 3. Consequences of breaking rules <p>B. Responsibility in personal relationships</p> <ol style="list-style-type: none"> 1. Friendliness 2. Helping others 3. Understanding self and others <p>C. Responsibility in completing school work and assignments</p> <ol style="list-style-type: none"> 1. Class work 2. Homework 3. Reasons for doing work 4. Consequences of not doing work 	<p>III. Assumes responsibilities given at school.</p>	<p>III. Discuss necessity for rules in classroom, cateteria, halls, and playground.</p> <p>III. Discuss meaning of being a follower and being a leader.</p> <p>III. Share experiences related to duties, responsibilities, work at home.</p> <p>III. Work list: responsibility, rules, penalty, reward, citizen.</p> <p>III. Write or tell brief stories or reports on "How to be a better leader or follower."</p> <p>III. Make murals, charts, or booklets emphasizing school and home responsibilities such as taking care of pets, making beds, putting away food and clothes, and setting the table.</p> <p>III. Make a list of responsibilities of teachers, parents, and community helpers.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. Stress</p> <p>A. Definition</p> <p>B. Stressful situations</p> <ol style="list-style-type: none"> 1. Relationships with brothers and sisters 2. Relationships with parents 3. School work 4. Illness/Death 5. Moving 6. Relationships with friends and classmates - peer pressure 7. Other situations <p>C. Handling stress</p> <ol style="list-style-type: none"> 1. Recognizing the problem 2. Identifying adults and friends who are receptive and available to help with problems <ol style="list-style-type: none"> a. Parents b. Teachers c. Counselors d. Youth workers 	<p>The student:</p> <ol style="list-style-type: none"> I. Lists situations in which stress may occur. I. Identifies persons available to help with problems. 	<ol style="list-style-type: none"> I. Problem sharing. Students pair off and share one problem related to school, home, or play. Partners help make a list of possible solutions to problems. I. Discuss problems caused by moving. I. Work list: stress, relationships, counselor, frustration. I. Write reports on how someone made you feel better. I. List community helpers who might help with problems. I. Complete unfinished sentences: "When I have a problem,..." "Things that make me angry are..." "My hobbies are..." "When someone in my family has a problem, I..." I. Ask class to cut out articles from the daily newspaper for one week where stress might have caused unusual behavior.

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>3. Other ways to deal with stress</p> <ul style="list-style-type: none"> a. Sports b. Music c. Work d. Other hobbies e. Problem solving <ul style="list-style-type: none"> 1) Considering alternatives 2) Considering consequences 3) Acting <p>II. Understanding Self.</p> <ul style="list-style-type: none"> A. Roles we play <ul style="list-style-type: none"> 1. Self-image 	<p>The student:</p> <ul style="list-style-type: none"> I. Applies problem solving techniques to personal problems. II. Identifies various roles he/she plays at home and school. 	<ul style="list-style-type: none"> I. Have the class create and act out situations involving different ways of handling frustration. I. Keep a record of every frustration for one week. Discuss how situations were handled. I. Show film "Don't Get Angry!" Encyclopedia Britannica Films, Inc. I. Show film "Learning From Disappointments." Coronet Films. I. Write reports on similarities in solving in science and in personal problems. I. Play records in class that reflect moods and feelings. II. Role play school, home, community situations.

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>2. Factors affecting self-image</p> <ul style="list-style-type: none"> a. Family b. Friends c. Peers d. Appearance e. Achievement f. Failure g. Others <p>3. Family roles</p> <ul style="list-style-type: none"> a. Brother b. Sister c. Child d. Helpers <p>4. School roles</p> <ul style="list-style-type: none"> a. Student b. Classmate c. Friend <p>B. Responsibilities associated with various roles</p> <ul style="list-style-type: none"> 1. Cooperation 2. Leading 3. Following 4. Respect for others' roles and responsibilities 5. Responsible dissent 		<p>II. Discuss relationship of personal appearance and behavior to emotional health.</p> <p>II. Make a list of roles you play and what is expected of you in each role. How would you change those expectations if you could?</p> <p>II. Boys make up a list of the qualities they like and dislike in other boys, and girls do the same. Compare lists for similarities and differences.</p> <p>II. Unfinished sentences:</p> <p>"The thing I like the most about my best friend is..."</p> <p>"The thing that I dislike most in other people is..."</p> <p>"If I could change one thing about the way I look,..."</p>

305

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
308		<p>"The one thing I have to do that I dislike most is..."</p> <p>"When I am an adult, I would like to be..."</p> <p>"I am..."</p> <p>II. List and discuss ways to disagree without alienating parents and friends.</p> <p>II. Discuss movie, "Breaking Away."</p> <p>309</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. Characteristics of Positive Mental Health</p> <ul style="list-style-type: none"> A. Concern for others B. Ability to make decisions C. Willingness to postpone immediate gratification for long-term goals D. Interest in work E. Acceptance of responsibilities F. Ability to adapt to change G. Establishment of realistic goals H. Sense of right and wrong I. Degree of autonomy <p>II. Needs of Individuals</p> <ul style="list-style-type: none"> A. Physical needs <ul style="list-style-type: none"> 1. Food, air, water 2. Rest, sleep 3. Housing, clothes 4. Freedom from disease 	<p>The student:</p> <ul style="list-style-type: none"> I. Identifies characteristics of the mentally healthy person. II. Recognizes basic physical and emotional needs. 	<ul style="list-style-type: none"> I. Students make a list of decisions they have to make daily. I. Divide a sheet of paper into three columns. In the first column, write down things you would like to accomplish during the school year. In the second, write a date by which those goals could realistically be reached. In the third, write the first step needed to reach the objectives. I. Discuss examples of postponing immediate pleasure for a long-term benefit. I. Write a paper on how others show concern for you. II. Discuss topics: How does the family provide you with basic needs? Which emotional needs are most important to you? What does success have to do with emotional health? In what ways are you more independent now than you were two years ago?

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>B. Emotional needs</p> <ol style="list-style-type: none"> 1. Love/affection/ belonging 2. Security 3. Achievement/success 4. Independence 5. Self-respect <p>III. Reacting to Stress and Unfulfilled Emotional Needs</p> <ol style="list-style-type: none"> A. Conscious methods B. Subconscious methods <p>IV. Peer Pressure and Behavior</p> <ol style="list-style-type: none"> A. Recognizing peer pressure <ol style="list-style-type: none"> 1. Form <ol style="list-style-type: none"> a. Friends b. Classmates c. Teammates 2. Situations <ol style="list-style-type: none"> a. Risk-taking behavior <ol style="list-style-type: none"> 1) Smoking 2) Drinking 3) Other drugs 4) Vandalism 	<p>The student:</p> <p>IV. Interprets the effect of peer pressure on individual behavior.</p>	<p>How is self-respect related to relationships with other people?</p> <p>II. Rank basic needs in order of importance to you. Compare rankings in class.</p> <p>IV. List five decisions you have made this year that were affected by peer pressure. List some decisions that were made in spite of peer pressure.</p> <p>IV. Make a list of the people in your life you respect the most. How do they affect your decision making?</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<ul style="list-style-type: none"> 5) Breaking school rules b. Positive peer pressure <ul style="list-style-type: none"> 1) Encouragement to succeed 2) Social acceptance c. Dress d. Hair styles e. Leisure activities <p>B. Dealing with peer pressure</p> <ul style="list-style-type: none"> 1. Giving in <ul style="list-style-type: none"> a. Benefits b. Risks c. Methods of resisting <ul style="list-style-type: none"> 1) New friends 2) Avoiding situations 3) Leading vs. following 		<p>IV. Role play two classmates trying to talk two friends into smoking marijuana.</p> <p>IV. Divide class into groups. Place a bottle of water and cups in middle of group. Privately instruct all members except one to take a drink of water. Tell one member privately not to take a drink and to resist pressure from others. Give each group 5-10 minutes. Follow up with discussion of feelings, pressure, etc. (This activity also appears in Substance Abuse Section.)</p> <p>IV. Share experiences related to peer pressure.</p> <p>IV. Discuss how peer pressure affects dress, hair styles, leisure activities, speech, selection of friends, and personal health habits.</p> <p>IV. Write a "Dear Abby" letter about a peer pressure problem.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>3. Effect on emotional health</p> <ol style="list-style-type: none"> Positive Negative <p>V. Making Decisions</p> <ol style="list-style-type: none"> Recognizing areas of decision making <ol style="list-style-type: none"> Decisions to be made by parents Decisions to be made by students Personal responsibility for decisions <ol style="list-style-type: none"> Benefits Risks/Consequences How to make decisions <ol style="list-style-type: none"> Understanding the problem Considering alternatives Considering consequences Acting on decisions Living with decisions Changing your mind <ol style="list-style-type: none"> When is it appropriate? When is it too late? 	<p>The student:</p> <p>V. Applies decision-making skills to personal problems and situations.</p>	<p>V. Make a list of decisions made by you, your parents, and your teachers. How would you change the list if you could?</p> <p>V. Discussion topics: What decisions are made at the national, state, and local levels that affect you? What are the consequences of making wrong decisions?</p> <p>V. Think of an issue in your life you consider to be very important. Answer these questions: Did you choose your position on this subject freely? Did you consider the pros and cons? Was there an alternative to the position you hold? Do you feel good about your position? Have you told anyone about how you feel? Have you done anything about the problem? Have you acted consistently in regard to your position?</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
		<p>V. Discuss what responsibilities go with making decisions in regard to dating, working, choosing friends, engaging in risk-taking behavior, and participating in school activities.</p> <p>V. Make a list of qualities necessary in people who make decisions. In which of these areas are you strong or weak? How could you improve yourself in this area?</p> <p>V. Discuss things about which you have changed your mind.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. Reacting to Stress and Unfulfilled Emotional Needs</p> <p>A. Conscious methods</p> <ol style="list-style-type: none"> 1. Music 2. Recreation 3. Hobbies 4. Talking 5. Seeking privacy 6. Smoking/Drinking/Drugs 7. Daydreaming 8. Biting nails 9. Nervous habits 10. Suicide <p>B. Subconscious methods</p> <ol style="list-style-type: none"> 1. Rationalization 2. Projection 3. Repression 4. Avoidance 5. Regression 6. Identification 7. Substitution <p>II. Recognizing and Reacting to Emotional Problems</p> <p>A. Definition of emotional problems</p>	<p>The student:</p> <p>I. Lists ways individuals cope with stress and unfulfilled needs.</p> <p>II. Identifies symptoms of emotional problems that require professional help.</p>	<p>I. Word list: rationalization, regression, repression, avoidance, projection, identification, substitution, neurosis, psychosis, psychosomatic, hypochondria, compulsion, obsession.</p> <p>I. Discuss causes of suicide.</p> <p>I. List and discuss warning signs of potential suicide cases.</p> <p>I. Share experiences in using ego defense mechanisms.</p> <p>I. Divide class into groups; give them hypothetical or real situations which involve stress or unfulfilled needs; students first write then discuss their way of handling each case.</p> <p>II. Invite speaker to discuss emotional problems and how to cope with them.</p> <p>II. Display information on "Helpline."</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>B. Types</p> <ol style="list-style-type: none"> 1. Neuroses 2. Psychoses <p>C. Causes</p> <ol style="list-style-type: none"> 1. Physical 2. Emotional 3. Social <p>D. Symptoms</p> <ol style="list-style-type: none"> 1. Difficulty in coping 2. Phobias 3. Obsessions 4. Compulsions 5. Withdrawal 6. Difficulty in making friends 7. Psychosomatic illness 8. Others <p>III. Suicidal Tendencies</p> <p>A. Signs</p> <ol style="list-style-type: none"> 1. Depression 2. Withdrawal 3. Alienation 4. Verbal or written threat 5. Low lethal attempt - "attention getting" attempt 	<p>The student:</p> <p>III. Lists signs of suicidal tendencies.</p>	<p>II. Write reports on relationships between physical and emotional health.</p> <p>II. Role play the symptoms associated with emotional problems.</p> <p>III. Invite a speaker from a crisis intervention center to talk to class.</p> <p>III. Collect newspaper articles on suicides and discuss events leading up to suicide.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>6. Giving away possessions</p> <p>7. Preoccupation with death</p> <p>B. Effective ways to help someone contemplating suicide</p> <ol style="list-style-type: none"> 1. Accept the threat as real - don't dismiss it lightly 2. Listen, don't be authoritative 3. Don't moralize 4. Suggest alternatives 5. Suggest ways of getting professional help 6. Seek professional help <p>IV. Seeking help for emotional problems</p> <p>A. Personnel</p> <ol style="list-style-type: none"> 1. Counselors 2. Teachers 3. Parents 4. Friends 5. Psychologists 6. Psychiatrists 	<p>The student:</p> <p>III. Lists effective ways of helping the suicidal person.</p> <p>IV. Identifies community resources to assist with emotional problems.</p>	<p>III. Role play a "hot-line" situation.</p> <p>IV. Field trips to mental health facilities.</p> <p>IV. Volunteer work in mental health facilities.</p> <p>IV. Invite a counselor or psychologist to speak to class.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<ul style="list-style-type: none"> 7. Psychiatric social workers 8. Social workers 9. Ministers, Priests, Rabbis B. Agencies and organizations <ul style="list-style-type: none"> 1. Schools 2. Health units 3. Mental health clinics 4. Private agencies 5. Hospitals 		<ul style="list-style-type: none"> IV. Prepare reports on careers in IV. Word list: psychiatrist, psychologist, social worker.

327

326

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323

329

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Tiger, Lionel. "Optimism: The Biological Roots of Hope." Psychology Today, January 1979.

Viscott, David S. "Free Yourself from the Oppression of Bad 's.'" Today's Health, March 1974.

Wassmer, Arthur C. "The Crippling World of the Very Shy." Family Health, March 1979.

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Films:

Agency for Instructional Television
Box A
Bloomington, Indiana 47401

Educational Television Series now available
(Schedules may be obtained from your local
ETV Supervisor):
Inside Out On the Level
Self-Incorporated Soup to Nuts

Pyramid Films
Post Office Box 1048
Santa Monica, California 90406
(Films or Video Cassette)

Walt Disney Productions
800 Senora Avenue
Glendale, California 91201

Filmstrips, Film Loops and Slides

Human Relations Media Center
41 Washington Avenue, Room 181
Pleasantville, New York 10670
(Filmstrips on coping, adolescence,
goal setting, divorce.)

The Skill Group of the Center for Humanities, Inc.
2 Holland Avenue
White Plains, New York 10603
(Slide programs about death, anxiety, self-
fulfillment, frustration and disappointment.)

Catalogues:

Educational Audio Visual, Inc.
Pleasantville, New York 10570
(Request "Audio Visual Teaching Materials.")

McGraw-Hill Films
1211 Avenue of the Americas
New York, New York 10020
(Request Health and Science Catalogues.)

Visual Products Division
3M Company, 3M Center
St. Paul, Minnesota 55105
(Request "Instructional and Curriculum
Materials.")

333

PERSONAL HEALTH

334

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. Vision</p> <p>A. How we use our eyes</p> <ol style="list-style-type: none"> 1. Work 2. Play 3. Reading 4. Recognizing people 5. Following directions <p>B. How we take care of our eyes</p> <ol style="list-style-type: none"> 1. Good lighting 2. Good posture 3. Proper distance from things we watch and read 4. Protection from sun 5. Being careful with sharp objects 6. Getting checkups with school nurses and doctors <p>C. Correcting problems with eyes</p>	<p>The student:</p> <p>I. Names everyday activities for which sight is needed.</p> <p>I. Cites safety rules for the eyes.</p> <p>I. Takes a vision screening test.</p> <p>I. Concludes that glasses help people see better.</p>	<p>I. Blindfold students and give them a task to complete.</p> <p>I. Blindfold students and ask them to identify various sounds and voices.</p> <p>I. Discuss the ways eyes are used at at home, school, and play.</p> <p>I. Give directions so that the eyes are not used.</p> <p>I. Discuss safety rules and care of eyes.</p> <p>I. Role play a visit to the eye doctor.</p> <p>I. Questions for discussion: How are your eyes protected? Why do you blink? What happens when something gets in your eye? What should you do when you get something in your eye?</p> <p>I. Administer a vision screening test.</p> <p>I. Make a list of eye safety rules.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>II. Hearing</p> <p>A. How we use our ears</p> <ol style="list-style-type: none"> 1. Work 2. Play 3. Recognizing sounds 4. Following directions <p>B. How we take care of our ears</p> <ol style="list-style-type: none"> 1. Proper cleaning 2. Not putting objects in the ear 3. Avoid extremely loud noises 	<p>The student:</p> <p>II. Names everyday activities for which hearing is used.</p> <p>II. Cites safety rules for the ears.</p>	<p>I. Wear clear lens glasses to see how they look and feel.</p> <p>I. Let students describe a visit to an eye doctor.</p> <p>I. Make a list of famous people who wear glasses.</p> <p>I. Discuss questions: How do eyes help you be safe? How can you take care of your eyes? What would it be like if you could not see?</p> <p>II. Play bingo in which the squares to be covered have words related to ears and hearing safety rules.</p> <p>II. Play tape recorded sounds and have students name or write the sounds they hear.</p> <p>II. Play the game "Gossip."</p> <p>II. Take a trip around the school; then discuss sounds heard during the trip.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>4. Getting medical checkups</p> <p>5. Proper way to blow the nose</p>	<p>The student:</p> <p>II. Takes a hearing screening test.</p>	<p>II. Discuss ways the ears are used at home, school, and play.</p> <p>II. Discuss safety rules for the ears.</p> <p>II. List hearing safety rules on the board.</p> <p>II. Administer a hearing screening test.</p> <p>II. Have blindfolded students identify types and directions of various sounds.</p> <p>II. Role play a visit to the ear doctor.</p> <p>II. Let students describe a visit to the doctor.</p> <p>II. Make a poster by putting sounds you hear outside around "Mr. Big Ears."</p> <p>II. Distribute ear muff plugs; then give directions or read a story to simulate hearing problems.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>III. Dental Health</p> <p>A. Why teeth are necessary.</p> <ol style="list-style-type: none"> 1. Chewing 2. Talking 3. Appearance <p>B. How foods affect teeth</p> <ol style="list-style-type: none"> 1. Foods good for teeth <ol style="list-style-type: none"> a. Apples (cleaning) b. Carrots (cleaning) c. Celery (cleaning) d. Milk (building teeth) 2. Foods bad for teeth <ol style="list-style-type: none"> a. Candy b. Sugar c. Chocolate d. Others 	<p>The student:</p> <p>III. States reasons why teeth are necessary.</p> <p>III. Differentiates between foods that are good and bad for teeth.</p>	<p>II. Discuss questions: What sounds do we hear? What sounds can help you be safe? What would it be like if you could not hear? What kind of things could hurt your ears? Why are ears shaped the way they are?</p> <p>III. Let students try to talk without letting tongue touch teeth.</p> <p>III. Collect pictures of people with pretty smiles.</p> <p>III. Try chewing food without using teeth.</p> <p>III. Students eat apples, carrots, or celery to note how some foods clean teeth.</p> <p>III. Invite a dental hygienist to speak to the class about tooth care.</p> <p>III. Collect pictures of foods good and bad for teeth.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
C. Care of teeth	<p>The student:</p> <p>III. Demonstrates the proper way to brush teeth.</p>	<p>III. Demonstrate proper brushing techniques using a large model.</p> <p>III. Demonstrate flossing teeth.</p>
D. Visits to dentist	<p>III. Identifies pictures of dental personnel.</p>	<p>III. Divide class into groups; have each group list specific foods that are bad for teeth.</p> <p>III. Field trip to dentist's office.</p> <p>III. Relate experiences with dentists.</p> <p>III. Role play visit to dentist.</p> <p>III. Cut out outline of a tooth. Paste it on a paper bag. Draw its face.</p> <p>III. Make toothbrush holders out of frozen juice cans and cottage cheese lids, decorating them like hats.</p> <p>III. Develop a checklist to record home dental care.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>IV. Personal Cleanliness</p> <p>A. Definition</p> <p>B. Aspects of cleanliness</p> <ol style="list-style-type: none"> 1. Body 2. Teeth 3. Hair 4. Hands 5. Fingernails <p>C. Ways to keep clean</p> <ol style="list-style-type: none"> 1. Bathing 2. Brushing Teeth 3. Washing and combing hair 4. Washing hands 5. Products to help us to stay clean <ol style="list-style-type: none"> a. Soap b. Toothpaste/brush c. Comb 	<p>The student:</p> <p>IV. Differentiates between being clean and dirty:</p> <p>IV. Display proper way to wash hands.</p> <p>IV. Identifies personal cleanliness products.</p>	<p>III. Puppet show illustrating visits to the dentist, brushing properly, and eating proper foods.</p> <p>III. Ask local dental groups and/or major toothpaste manufacturers to provide toothbrushes for students.</p> <p>III. Display models of teeth.</p> <p>IV. Students participate in skit, "Stinky," by Barbara Burch (contact Jim Brown at McNeese State University for script).</p> <p>IV. Discuss "Healthy Habits" bulletin board. (Lee, <u>The Health Bulletin Board</u>, T. S. Denison and Co., Minnesota.)</p> <p>IV. Make a bathtub toy in class.</p> <p>IV. Prepare health checklist for home use.</p> <p>IV. Practice washing hands.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
317	169	<p>IV. Demonstrate and/or distribute personal cleanliness products.</p> <p>IV. Collect or cut out pictures of health related products that help to keep us clean.</p> <p>IV. Discussion questions: When is it OK to be dirty? Why do we have to get a bath? Brush our teeth? Wash our hands? When is it not OK to be dirty? What does being clean have to do with making friends?</p> <p>318</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. Vision</p> <p>A. Structure of the eye</p> <ol style="list-style-type: none"> 1. Cornea 2. Lens 3. Iris 4. Pupil 5. Retina 6. Optic nerve <p>B. Protective parts</p> <ol style="list-style-type: none"> 1. Eyelids 2. Tears 3. Eyebrows 4. Eyelashes <p>C. Functions of parts of the eye</p> <ol style="list-style-type: none"> 1. Protection 2. Bending light rays 3. Letting light in 4. Focusing 5. Sending messages to the brain 6. Cleaning 		<p>I. Word list: cornea, lens, retina, iris, pupil, optic nerve</p> <p>I. Students label diagram or drawing of the eye.</p> <p>I. Students examine a model of the eye.</p> <p>I. Students identify observable parts of their own eyes.</p> <p>I. Vision terms spelling bee.</p> <p>I. Compare parts of the eye to parts of a camera.</p> <p>I. Bulletin board display of eyes and care of eyes.</p> <p>I. Show filmstrip, "Your Eyes are for Seeing," <u>Discovering Your Senses</u> series, Coronet.</p> <p>I. Look at a classmate's eyes in a dark room. Quickly lighten the room and note contraction of pupils.</p> <p>I. Play "Pin the Tail on the Donkey."</p> <p>I. Complete assignments blindfolded.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>D. Potential problems</p> <ol style="list-style-type: none"> 1. Injuries 2. Mechanical problems <ol style="list-style-type: none"> a. Nearsightedness b. Farsightedness c. Lazy eye d. Color blindness 3. Glare 4. Fatigue 5. Poor lighting 6. Diseases <ol style="list-style-type: none"> a. Glaucoma b. Infections <p>E. Care of eyes</p> <ol style="list-style-type: none"> 1. Follow safety rules 2. Avoid potentially dangerous activities 3. Medical checkups and screening tests 	<p>The student:</p> <ol style="list-style-type: none"> I. Names conditions that can hurt the eyes or cause loss of vision. I. Lists ways to protect vision. 	<ol style="list-style-type: none"> I. Discussion questions: how can watching TV affect the eyes? What are some possible dangers to eyes of throwing sand, rocks, and dirt? I. Several students describe something they saw to illustrate different messages sent to brain. I. Have students report any personal visual problem to teacher, school nurse, or other qualified adult. I. Role play a visit to an eye doctor. I. Discuss hazards to vision of looking directly at the sun. I. Take a vision screening test. I. Discuss ways eyes are protected in sports. I. Write a story about the eyes.

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>4. Proper posture, lighting, and distance when reading or watching television</p> <p>5. Use of sunglasses</p> <p>6. Knowing limitations</p> <p>7. Safety glasses</p> <p>II. Hearing</p> <p>A. Structure of the ear</p> <ol style="list-style-type: none"> 1. Outer ear 2. Middle ear 3. Inner ear 4. Specific parts <ol style="list-style-type: none"> a. Auricle b. Eardrum (membrane) c. Anvil d. Hammer e. Stapes f. Cochlea g. Eustachian tube <p>B. Functions of parts of the ear</p> <ol style="list-style-type: none"> 1. Capturing sound 2. Transmitting sound 3. Interpreting sound 4. Balance 		<p>I. Invite a nurse or doctor to speak to the class.</p> <p>I. Collect ads for sunglasses. Discuss pros and cons.</p> <p>I. Have students interview people with various vision problems.</p> <p>II. Word list: inner, outer, middle ear; auricle, eardrum, anvil, hammer, stapes, cochlea, eustachian tube, auditory nerve.</p> <p>II. Students label diagram or drawing of ear.</p> <p>II. Examine model of the ear.</p> <p>II. Hearing terms spelling bee.</p> <p>II. Bulletin board display of ears and care of ears.</p> <p>II. Show filmstrip, "Your Ears Are for Hearing," <u>Discovering Your Senses</u> series, Coronet.</p> <p>II. Identify tape-recorded sounds.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>C. Potential problems</p> <ol style="list-style-type: none"> 1. Exposure to loud noises 2. Wax buildups 3. Injuries/infections 4. Mechanical problems <ol style="list-style-type: none"> a. Nerve deafness b. Conductive deafness <p>D. Care of ears</p> <ol style="list-style-type: none"> 1. Avoiding excessively loud noises 2. Cleanliness 3. Follow safety rules 4. Get checkups and screening tests <p>III. Dental Health</p> <p>A. Structure of the tooth</p> <ol style="list-style-type: none"> 1. Crown 2. Neck 3. Root 4. Enamel 	<p>The student:</p> <p>II. Names conditions that can hurt the ears or cause hearing loss.</p> <p>II. Lists ways to protect hearing.</p>	<p>II. Students interpret various sounds heard at school, home, or play.</p> <p>II. Demonstration of sign language used by people with hearing loss.</p> <p>II. Complete assignments with ear muffs or plugs.</p> <p>II. Demonstrate proper way to clean ears.</p> <p>II. Discuss personal hearing problems.</p> <p>II. Bingo or Concentration games using hearing terms and safety rules.</p> <p>II. Contest to list hearing safety rules.</p> <p>II. Take a hearing screening test.</p> <p>II. Interview person with hearing problems.</p> <p>III. Examine models of teeth.</p> <p>III. Label parts of teeth on a drawing.</p> <p>III. Word list: crown, root, neck, pulp, dentin, cementum, enamel,</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>5. Dentin</p> <p>6. Pulp</p> <p>7. Cementum</p> <p>B. Types of teeth</p> <p>1. Primary</p> <p>2. Permanent</p> <p>a. Cuspids</p> <p>b. Bicuspids</p> <p>c. Incisors</p> <p>d. Molars</p> <p>C. Functions of teeth</p> <p>1. Tearing</p> <p>2. Crushing</p> <p>3. Cutting</p> <p>4. Grinding</p> <p>D. Potential problems</p> <p>1. Improper foods</p> <p>2. Neglect</p> <p>3. Ignorance of dental health principles</p> <p>4. Gum disease</p> <p>5. Loss of teeth</p> <p>6. Caries</p> <p>7. Plaque</p>	<p>The student:</p> <p>III. Names conditions or factors that can cause dental problems.</p>	<p>carie, cuspid, bicuspid, incisor, molar.</p> <p>III. Draw, color, and/or animate various kinds of teeth.</p> <p>III. Word scramble using dental health terms.</p> <p>III. Identify different kinds of teeth on model.</p> <p>III. Discussion and demonstration of the four kinds of teeth and their functions.</p> <p>III. Distribute disclosing tablets to determine dental hygiene.</p> <p>III. Discuss decay process.</p> <p>III. Collect pictures of foods good and bad for teeth.</p> <p>III. Skit depicting problems caused by neglecting dental health.</p> <p>III. Discuss dental decay process.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>E. Dental Care</p> <ol style="list-style-type: none"> 1. Brushing techniques 2. Flossing techniques 3. Flouride treatment 4. Proper diet 5. Dental checkups 	<p>The student:</p> <ol style="list-style-type: none"> III. Demonstrates proper way to brush teeth. III. Demonstrates proper way to floss teeth. III. Lists factors that control tooth decay. 	<ol style="list-style-type: none"> III. Demonstrate proper methods of flossing and brushing. III. Practice flossing in class. III. Debate water fluoridation issue. III. Prepare dental health checklist for use at home. III. Get dental checkups. III. Invite a dentist or dental hygienist to speak to class. III. Students work in pairs to make up slogans, poems, or songs. III. Role play visit to dentist. III. Keep records of candy, soft drinks, and other sweets. Calculate amount of sugar consumed. III. Write stories about teeth. III. Develop puppet shows involving students, parents, and dentists.

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>IV. Cleanliness</p> <p>A. Problems caused by uncleanliness</p> <ol style="list-style-type: none"> 1. Peer rejection 2. Physical unattractiveness 3. Poor self-image 4. Susceptibility to disease <p>B. Principles of personal cleanliness</p> <ol style="list-style-type: none"> 1. Bathing 2. Shampooing 3. Brushing teeth 4. Dressing neatly 5. Washing hands 6. Not borrowing others' health care products 7. Avoid contact with people who have communicable diseases 8. Not using others' eating utensils 	<p>The student:</p> <p>IV. Identifies problems related to uncleanliness.</p>	<p>III. Make tooth powder in class using one teaspoon salt, two teaspoons baking soda, and one drop of peppermint or wintergreen.</p> <p>IV. Invite school nurse to discuss school health problems.</p> <p>IV. Develop personal health care checklist for home use.</p> <p>IV. Discuss social problems caused by uncleanliness.</p> <p>IV. Bring samples of health care products.</p> <p>IV. Discuss and evaluate newspaper, TV, and magazine ads related to personal health care products.</p> <p>IV. Role play proper and improper health practices. Let class identify right and wrong practices.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. Vision</p> <p>A. Parts and functions of the</p> <ol style="list-style-type: none"> 1. Cornea 2. Lens 3. Pupil 4. Iris 5. Retina 6. Optic nerve <p>B. Treating visual problems</p> <ol style="list-style-type: none"> 1. Glasses 2. Contact lenses 3. Medication 4. Eye exercises 5. Eye exams 6. Proper eye care practices <p>C. First aid for eye injuries</p> <ol style="list-style-type: none"> 1. Kinds of injuries treatable at home or school 2. Over-the-counter eye care products 3. Specific cases <ol style="list-style-type: none"> a. Object in eye b. Fluids in eye c. Eye fatigue 	<p>The student:</p> <p>I. Explains how vision can be improved by the use of glasses and contact lenses.</p> <p>I. Lists first aid procedures for minor eye injuries.</p>	<p>I. Trace the process of sight from opening the eyes to sighting an object to interpreting what is seen.</p> <p>I. Give self-test on structure and function of the eye.</p> <p>I. Visit ophthalmologist and/or optometrist.</p> <p>I. Share experiences with glasses, contact lenses, visits to eye doctors.</p> <p>I. Administer visual screening tests.</p> <p>I. Demonstrate and practice eye exercise.</p> <p>I. Display written material related to eye care and first aid.</p> <p>I. Students write to PREVENT BLINDNESS, 79 Madison Avenue, New York, New York 10016.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>II. Hearing</p> <p>A. Structure of the ear</p> <ol style="list-style-type: none"> 1. Outer ear 2. Middle ear 3. Inner ear 4. Specific parts <ol style="list-style-type: none"> a. Auricle b. Tympanic membrane c. Anvil, hammer, stapes d. Cochlea e. Eustachian tube f. Auditory nerve <p>B. Functions of parts of the ear</p> <ol style="list-style-type: none"> 1. Capturing sound 2. Transmitting sound 3. Interpreting sound 4. Balance 	<p>The student:</p>	<ol style="list-style-type: none"> I. Contact Red Cross for information on treating eye injuries. I. Share experiences related to visual first aid. II. Trace the process of hearing from the source of a noise to the brain. II. Construct a telephone from cans and waxed string to illustrate the transmission of sound. II. Investigate sounds made by animals, their purpose, and interpretation by other animals and humans. II. Administer a pure tone audiometer test. II. Word list: audiometer, decibel, auricle, tympanic membrane, anvil, hammer, stapes, cochlea, auditory nerve, eustachian tube.

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>III. Dental Health</p> <p>A. Diseases and disorders</p> <ol style="list-style-type: none"> 1. Caries (tooth decay) <ol style="list-style-type: none"> a. Causes (bacteria, sugar, plaque) b. Contributing factors (heredity, tooth structure, saliva, bacteria, sugar) 2. Periodontal diseases <ol style="list-style-type: none"> a. Gingivitis b. Pyorrhea 3. Malocclusion <ol style="list-style-type: none"> a. Definition (bad bite) b. Causes (heredity, acquired factors) 4. Stains <ol style="list-style-type: none"> a. Extrinsic causes b. Intrinsic causes 5. Halitosis 6. Plaque 7. Tartar <p>B. Avoiding diseases and disorders (Review of Level II material)</p> <ol style="list-style-type: none"> 1. Brushing/flossing 2. Selection of tooth-pastes and tooth-brushes 	<p>The student:</p> <p>III. Lists causes and contributing factors of tooth decay.</p> <p>III. Lists diseases and disorders of the teeth and gums.</p>	<p>III. Traces the tooth decay process from eating to development of carie to treatment.</p> <p>III. Share experiences of getting treatment for caries.</p> <p>III. Invite dentist, dental hygienist, or orthodontist to speak to class.</p> <p>III. Display literature related to oral diseases and conditions.</p> <p>III. Contact local dental association or auxiliary group for information, speakers, and programs.</p> <p>III. Write American Dental Association, 211 Chicago Avenue, Chicago, Illinois 60611, for information.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>3. Mouthwashes</p> <p>4. Fluorides</p> <p>5. Diet</p> <p>6. Avoiding injuries</p> <p>7. Dental checkups</p> <p>IV. Cleanliness</p> <p>A. Problems caused by uncleanliness</p> <p>1. Peer rejection</p> <p>2. Physical unattractiveness</p> <p>3. Poor self-image</p> <p>4. Susceptibility to disease</p> <p>B. Principles of personal cleanliness</p> <p>1. Daily bathing</p> <p>2. Brushing teeth after eating</p> <p>3. Regular shampooing</p> <p>4. Manageable hair styles</p> <p>5. Cutting and cleaning nails</p> <p>6. Use of deodorants</p> <p>7. Showering</p> <p>8. Wearing clean clothes</p> <p>9. Consideration of others</p>	<p>The student:</p> <p>IV. Lists the principles of personal cleanliness.</p>	<p>III. Contact Louisiana State Film Library for film related to dental health.</p> <p>III. Show spoonful amounts of sugar found in candy, soft drinks, and other foods by placing equivalent quantities in test tubes.</p> <p>IV. Discussion of students' standards of cleanliness, dress, and hair styles compared to society's standards.</p> <p>IV. Collect and display pictures depicting various styles of clothing, hair, and personal cleanliness habits.</p> <p>IV. Write reports on health care products industry.</p> <p>IV. Make a list of hazards related to personal health habits (job interviews, dating, group conformity).</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. Vision</p> <p>A. Products</p> <ol style="list-style-type: none"> 1. Glasses 2. Contact lenses 3. Safety glasses 4. Eye washes 5. Sun glasses 6. Cosmetics <p>B. Advertising</p> <ol style="list-style-type: none"> 1. Sources 2. Approaches <p>C. Other sources of information</p> <ol style="list-style-type: none"> 1. Parents 2. Teachers 3. Health educators 4. School nurses 5. Physicians <p>D. Community resources</p> <ol style="list-style-type: none"> 1. Schools 2. Health units 3. Ophthalmologists 4. National organizations (local chapters) 5. Optometrists 	<p>The student:</p> <p>I. Identifies community resources available to assist in visual health care.</p>	<p>I. Word list: ophthalmologist, optometrist, optician, acuity, peripheral vision.</p> <p>I. Collect and analyze magazine ads related to eye care products and services.</p> <p>I. Share experiences using various eye care products.</p> <p>I. Write reports comparing glasses to contact lenses.</p> <p>I. Administer vision screening tests for acuity, color blindness, peripheral vision.</p> <p>I. Write national organizations for more information.</p> <p>I. Field trip to area agencies providing services and information to the blind.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>II. Hearing</p> <p>A. Environmental hazards</p> <ol style="list-style-type: none">1. Amplified music2. Head sets3. Industrial noise4. Motors, engines <p>B. Effects of overexposure to noise</p> <ol style="list-style-type: none">1. Temporary hearing loss2. Permanent hearing loss3. Psychological effects<ol style="list-style-type: none">a. Nervousnessb. Irritability <p>C. Community resources</p> <ol style="list-style-type: none">1. Health unit2. Teachers3. Health educators4. Physicians (Ear, Nose, Throat)5. School nurses	<p>The student:</p> <p>II. Identifies community resources available to assist in hearing care.</p>	<p>II. Record sound levels in the community or school.</p> <p>II. Discuss relationship of noise to emotional health.</p> <p>II. Word list: sound pollution, decibel, otolaryngologist.</p> <p>II. Develop list of hearing safety precautions.</p> <p>II. Administer pure tone audiometer test.</p> <p>II. Collect and display literature related to hearing.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>III. Dental Health</p> <p>A. Advertising</p> <ol style="list-style-type: none"> 1. Types <ol style="list-style-type: none"> a. Magazines b. Radio-television c. Store displays 2. Approaches <ol style="list-style-type: none"> a. Sex appeal b. Youth c. New/improved d. Scientific research e. Symbols f. Testimonials 3. Other sources <ol style="list-style-type: none"> a. Dentists b. Parents c. Teachers d. Health units e. Libraries <p>B. Community resources</p> <ol style="list-style-type: none"> 1. Personnel <ol style="list-style-type: none"> a. Dentists b. Dental hygienists c. Orthodontists d. Health educators 	<p>The student:</p> <p>III. Identifies community resources available to assist in dental health care.</p>	<p>III. Collect and analyze magazine ads related to dental health.</p> <p>III. Create ads for fictitious dental care products.</p> <p>III. Survey school or neighborhoods for types of toothpastes used and why.</p> <p>III. Field trip to local dental health agencies, offices, and organizations.</p> <p>III. Write reports on careers in dental health.</p> <p>III. List services provided by various agencies.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>2. Agencies/Organizations</p> <p>a. American Dental Association (local chapter)</p> <p>b. Dental auxiliary unit</p> <p>c. Health unit</p> <p>d. School nurses</p> <p>IV. Cleanliness</p> <p>A. Problems associated with adolescence</p> <p>1. Skin</p> <p>a. Acne</p> <p>1) Causes</p> <p>2) Treatment</p> <p>b. Sunburn</p> <p>c. Allergic reactions</p> <p>2. Body odor</p> <p>a. Causes</p> <p>b. Solving the problem</p> <p>1) Deodorant</p> <p>2) Baths/showers</p>	<p>The student:</p> <p>IV. Identifies potential problems related to personal health habits and conditions.</p>	<p>III. Develop dental health fair projects.</p> <p>III. Arrange for dental checkups if possible.</p> <p>IV. Discussion of acne problems and treatments.</p> <p>IV. Survey drug store items used for personal health care.</p> <p>IV. Compare health care ads for hair, skin, etc.</p> <p>IV. Invite health unit educator to speak on selected problems of teenager.</p> <p>IV. Display literature related to sunburn treatment.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>3. Halitosis (bad breath)</p> <p>a. Causes</p> <p>1) Poor dental care</p> <p>2) Allergies</p> <p>b. Solutions</p> <p>4. Posture</p> <p>a. Causes/types</p> <p>b. Consequences of poor posture</p> <p>5. Care of nails</p> <p>6. Cosmetics</p> <p>7. Hair care</p> <p>B. Community resources available to assist with problems</p> <p>1. Physicians (Dermatologists)</p> <p>2. Barbers/cosmetologists</p> <p>3. Counselors</p> <p>4. Health educators</p>	<p>The student:</p> <p>IV. Names community resources available to assist with personal health problems.</p>	<p>IV. Write reports on health care careers.</p> <p>IV. Develop directory of local agencies and resources related to personal health care problems.</p> <p>IV. Invite barbers and/or beauticians to speak about their jobs.</p>

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SAFETY AND FIRST AID

393

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. School Safety</p> <p>A. Fire</p> <p>B. Playground facility</p> <p>C. Storm or disaster</p> <p>D. Playground accidents</p> <p>1. Causes</p> <p>a. Improper use of equipment</p> <p>b. Excessive roughness</p> <p>c. Inappropriate behavior under existing conditions</p> <p>II. School Bus Safety</p> <p>A. Going to and from school</p> <p>B. Waiting at the school bus stop</p> <p>C. Boarding</p> <p>D. Riding</p> <p>E. Exiting</p> <p>III. Traffic Safety</p> <p>A. Pedestrian safety</p> <p>1. Traffic laws and signs that apply to pedestrians</p> <p>2. Those who help pedestrians</p>	<p>The student:</p> <p>I. Identifies common causes of playground accidents.</p> <p>III. Lists three safety rules and practices for pedestrians.</p>	<p>I. Conduct drills on proper procedures (fire, storm, disaster). Afterwards, explain what the students did and why.</p> <p>I. Take students on playground tour to identify safety pictures of facility. Draw pictures of facility.</p> <p>II. Demonstrate the proper response to five traffic signs when shown various traffic signs which relate to school buses, including waiting, boarding, and walking to and from school.</p> <p>III. Make a class chart of safety rules for pedestrians.</p> <p>Go over pedestrian safety rules and include need for visibility.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>a. Policeman b. School crossing guard c. Patrol boy/girl 3. Avoid riding with strangers B. Automobile safety 1. Use of seatbelt 2. Use of auto safety seats (infants) C. Bicycle safety 1. Twelve "Rules of the Road" 2. Safe bicycle practices 3. Bicycle safety checklist 4. Role of law enforcement officers IV. Home Safety A. Fire 1. Potential hazards in the home a. Matches and cigarettes</p>	<p>The student:</p> <p>III. Tells why seat belts or auto safety seats should be used by everyone riding in an automobile.</p> <p>IV. Identifies potential fire hazards in the home.</p> <p>Demonstrates how to report a fire properly.</p>	<p>III. Students make traffic signs for a route from home to school established by their teacher.</p> <p>III. Class will draw and display pictures of those people who help pedestrians.</p> <p>III. Show film on seat belts that demonstrates what happens during actual crash by use of dummies. (Film - "Don't Risk Your Child's Life.")</p> <p>III. Discuss personal experiences students have had on bicycles. Let students dictate sentences about bicycle safety.</p> <p>IV. Have children draw pictures of potential fire hazards including matches, gasoline cans, etc.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>b. Oily rags c. Flammable substances d. Electrical appliances</p> <p>2. Preventive action 3. Reporting fires a. Follow local emergency procedures</p> <p>4. Extinguishing clothing fires - stop, drop and roll</p> <p>5. Escape procedures - stop, drop, crawl</p> <p>B. Falls 1. Unsafe conditions 2. Unsafe acts 3. Learning how to fall</p>	<p>The student :</p> <p>IV. Demonstrates what to do if clothes catch on fire.</p>	<p>IV. Have children draw pictures of potential fire hazards including matches, gasoline cans, etc.</p> <p>IV. Visit the fire department or have officials come to school. Have children use toy phone to practice how to call in to report a fire.</p> <p>IV. Act out each step necessary in reporting a fire - use of telephone, dialing, etc.</p> <p>IV. Show film "Snuffy's Fire Brigade" (Burger King Production) which describes procedures to follow if you should catch on fire.</p> <p>IV. Describe to children how toys that are out of place can cause others in the family to fall and seriously injure themselves.</p> <p>IV. Draw pictures or color pictures depicting falls and injuries resulting from out-of-place toys.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>C. Poisons</p> <ol style="list-style-type: none"> 1. Potential hazards 2. Safe handling 3. Warning symbol <ol style="list-style-type: none"> a. Mr. Yuk <p>D. Electrical</p> <p>E. Firearms</p> <ol style="list-style-type: none"> 1. Proper storage 2. Safe handling <p>F. Power tools</p> <ol style="list-style-type: none"> 1. Lawn and garden tools 2. Hand tools <p>V. Wounds</p> <ol style="list-style-type: none"> A. Prevention of contamination <ol style="list-style-type: none"> 1. Safeguards 2. Measures to take <ol style="list-style-type: none"> a. Wash with soap and water b. Dry and keep clean 3. Infection <p>VI. Burns</p> <ol style="list-style-type: none"> A. Causes B. Treatment 	<p>The student:</p> <p>IV. Identifies symbol commonly used to designate poison.</p> <div data-bbox="846 597 1091 854" data-label="Image"> </div> <p>Southern Poison Center University of Tennessee College of Pharmacy 674 Union Avenue Memphis, Tennessee 38163</p> <p>V. Demonstrates how to clean a small wound.</p>	<p>IV. Make posters showing how to get help if accidental poisoning occurs.</p> <p>IV. Have students draw, color and discuss Mr. Yuk symbol.</p> <p>IV. Discuss safety precautions when handling and operating electrical objects.</p> <p>IV. Make booklets on safety procedures around firearms.</p> <p>V. Have students work in pairs in showing how to clean a small wound.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. School safety</p> <p>A. Fire</p> <p>B. Playground and facility</p> <p>C. Storm or disaster.</p> <p>II. School bus safety</p> <p>A. Waiting at the school bus stop</p> <p>B. Boarding</p> <p>C. Riding</p> <p>D. Exiting</p> <p>III. Traffic safety</p> <p>A. Pedestrian safety</p> <p>1. Characteristics of a pedestrian</p> <p>2. Traffic laws and signs that apply to pedestrians</p> <p>3. Those who help pedestrians</p> <p>4. Defensive practices</p> <p>B. Auto passenger safety</p> <p>1. Seat belts/child auto safety belts</p> <p>2. Proper behavior when riding in an auto</p>	<p>The student:</p>	<p>I. Write slogans on safety.</p> <p>I. List in sequence steps to be taken in time of storm.</p> <p>II. Dramatize proper bus behavior.</p> <p>III. Conduct a survey of pedestrians to determine how much they know about traffic safety.</p> <p>III. Make a booklet on traffic safety to disseminate to the community.</p> <p>III. Research how seat belts came into use. Discuss statistics collected.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>3. Proper procedures for entering and exiting an automobile</p> <p>C. Bicycle safety</p> <p>1. Rules of the Road</p> <p>a. Obey all traffic signs and regulations.</p> <p>b. Keep to the right side of the road.</p> <p>c. Ride single file at a safe distance behind vehicle ahead.</p> <p>d. Stop to see that sidewalks or streets are clear before riding out of alleys or driveways or from behind parked cars.</p> <p>e. Dismount and walk the bicycle across intersections of heavily traveled streets and highways.</p> <p>f. Always use proper hand signals for turning or stopping. (See Transparency Master No. B-11.)</p>	<p>The student:</p> <p>III. Identifies general rules of the road for bicycle safety.</p>	<p>III. Teacher presentation of resource pamphlet "Rules of the Road" by Schwinn Bicycle Company.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>g. Carry no passengers or objects which interfere with vision or control. Books or parcels should be carried in a basket or luggage carrier.</p> <p>h. Never hitch onto other vehicles.</p> <p>i. Do not perform stunts or race in traffic.</p> <p>j. Keep your bicycle in good condition.</p> <p>k. For night driving, have a white light on the front of the bike, a red light or reflector on the rear.</p> <p>l. Wear white or light-colored clothing when driving a bicycle at night.</p> <p>m. Don't weave in and out of traffic or swerve from side to side.</p> <p>n. Park your bike in a safe and proper place; it should be stood upright and locked properly.</p>		

397

396

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>2. Bicycle safety checklist</p> <p>3. Role of law enforcement officers</p> <p>IV. First Aid</p> <p>A. Definition - first care given to an ill or injured person</p> <p>B. Situations requiring first aid</p> <ol style="list-style-type: none"> 1. Cuts 2. Nose bleed 3. Burns 4. Falls <p>C. Values of first aid</p> <p>D. Methods of obtaining additional medical assistance</p> <p>V. Psychological first aid</p> <p>A. Emotions of rescuer</p> <p>B. Emotions of victim</p>	<p>The student:</p> <p>IV. Defines first aid.</p> <p>IV. Lists situations when first aid might be administered.</p>	<p>IV. Write a concise two-line definition of first aid. Class will be divided into five groups. Each group will prepare a poster depicting a reason/value for first aid. By use of play phones, students will practice the correct method for calling for additional medical assistance.</p> <p>V. Role-play situations: One depicts the results of a rescuer and/or victim panic in an emergency situation. The second role-play depicts the results of a calm rescuer and/or victim in an emergency situation.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>VI. Wounds</p> <p>A. Definition and classification of wounds</p> <p>B. Common causes</p> <p>C. Symptoms</p> <ol style="list-style-type: none"> 1. Skin damaged 2. Bleeding <p>D. First aid for severe bleeding</p> <ol style="list-style-type: none"> 1. Techniques for controlling <ol style="list-style-type: none"> a. Direct pressure on wound b. Elevation 2. Treatment objectives <p>E. Prevention of contamination and infection</p> <ol style="list-style-type: none"> 1. Safeguards 2. Measures to be taken 3. Infection <p>F. Closed wounds</p> <ol style="list-style-type: none"> 1. Characteristics 2. Causes 3. Symptoms 4. Treatment 	<p>The student:</p> <p>VI. Demonstrates ability to stop bleeding.</p>	<p>VI. Have students make a chart of injuries that the class has in one week. List treatment for each.</p> <p>VI. Role play with a partner depicting proper techniques of controlling bleeding by direct pressure and by elevation of the extremities.</p> <p>VI. Make a chart listing prevention methods.</p> <p>VI. Write a report on one of the topics of prevention.</p>

400

401

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>G. Specific wounds</p> <ol style="list-style-type: none"> 1. Eye injuries 2. Impaled injuries 3. Blisters 4. Bites <p>VII. Traumatic shock</p> <ol style="list-style-type: none"> A. Definitions B. Causes C. Symptoms <ol style="list-style-type: none"> 1. Early stages 2. Late stages D. Preventive objectives E. Treatment objectives <p>VIII. Respiratory emergencies and artificial respiration</p> <ol style="list-style-type: none"> A. Definitions B. Symptoms of respiratory emergencies C. Types of respiratory emergencies <p>D. Removal of airway obstruction</p>	<p>The student:</p> <p>VIII. Demonstrates procedure for removal of obstruction from airway.</p>	<p>VIII. Show a demonstration film on artificial respiration.</p> <p>VIII. Teacher demonstration of techniques of artificial respiration.</p> <p>VIII. Students practice techniques of artificial respiration.</p> <p>VIII. Make charts to show steps in the removal of obstruction from airway.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>1. Keep victim calm and allow him to cough</p> <p>2. If unable to breath, place head below hips</p> <p>3. Pound on back between shoulders</p> <p>E. Artificial respiration technique</p> <p>IX. Poisoning</p> <p>A. Definition</p> <p>B. Classification</p> <p>1. Ingested</p> <p>2. Inhaled</p> <p>3. Absorbed</p> <p>4. Injection</p> <p>C. Treatment objectives</p> <p>D. Treatment resources</p> <p>Poison Control Center</p>	<p>The student:</p> <p>IX. Identifies a local treatment resource for for poisoning.</p>	<p>IX. Have a representative from the local poison control center or related agency to speak to the class and present poison display.</p> <p>IX. Have students bring a list of poisonous items around their home. Make master list for classroom.</p> <p>IX. Poison Control Center, Southeast Texas 713/654-1701</p> <p>Poison Control Center, Southern 901/528-6048</p>

404

405

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>X. Burns</p> <ul style="list-style-type: none"> A. Types of burns B. Causes and effects C. Classifications D. Treatment objectives <p>XI. Frostbite and Cold Exposures</p> <ul style="list-style-type: none"> A. Causes B. Prevention objectives C. Treatment objectives <p>XII. Heat Stroke, Heat Cramps, and Heat Exhaustion</p> <ul style="list-style-type: none"> A. Definition B. Causes C. Heat stroke D. Heat cramps E. Heat exhaustion F. Treatment objectives <p>XIII. Sudden Illness</p> <ul style="list-style-type: none"> A. Heart attack B. Stroke C. Fainting D. Convulsion E. Diabetic conditions F. Substance abuse reactions G. Acute appendicitis 		<p>XI. Write a report explaining what happens to the bodily functions when cold exposure occurs.</p> <p>XII. Through discussion, contrast heat exhaustion problems to cold exposure.</p> <p>XIII. Have students discuss how the different types of sudden illness are related and how they differ.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>XIV. Emergency Medical Equipment</p> <ul style="list-style-type: none"> A. Dressing B. Improvised C. First aid kits <p>XV. Skeletal Injuries</p> <ul style="list-style-type: none"> A. Definition B. Fractures C. Dislocations D. Sprains E. Strains 		<p>XIV. State the location of an injury requiring bandaging and then actually apply the bandage.</p> <p>XIV. Have students select a card from a resource pool which would state the location of an injury requiring bandaging and then actually apply the bandage.</p> <p>XV. Make a list of dangers and/or complications resulting from the unwarranted movement of skeletal injury victims.</p>

403

409

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. School Safety</p> <p>A. Fire</p> <p>B. Playground and facility</p> <p>II. School Bus Safety</p> <p>A. Waiting at the school</p> <p>B. Boarding</p> <p>C. Riding</p> <p>D. Exiting</p> <p>III. Traffic safety</p> <p>A. Auto passenger safety</p> <p>1. Seat belts/child auto safety seats</p> <p>2. Proper behavior when riding in an automobile</p> <p>C. Bicycle safety</p> <p>1. Twelve "Rules of the Road"</p> <p>2. Bicycle safety checklist</p> <p>3. Role of law enforcement officers</p> <p>D. Alcohol/drugs and traffic safety</p> <p>1. How alcohol affects driving ability</p>	<p>The student:</p> <p>III. Describes how alcohol/drugs affect driving ability.</p>	<p>I. Students write recommendations for improving the safety of the school environment.</p> <p>II. Research statistics and discuss related bus accidents.</p> <p>III. Have speaker who works with student patrols lead a discussion on the importance of being safety conscious.</p> <p>III. Prepare a report on how the automobile design is important to safety.</p> <p>III. The student may design a playground area that could be used to practice good bicycle safety habits.</p> <p>III. Have students write a research paper on the relationship of alcohol/drugs and traffic fatalities. Sources: National</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<ul style="list-style-type: none"> a. Impairs coordination b. Decreases visibility c. Reduces reaction time d. Impairs judgments 2. Consequences of driving while intoxicated 3. Role of law enforcement officers and judges 		<p>Safety Council, City/State Police, Newspaper.</p> <p>III. Have a state trooper or other law enforcement officer visit the class and either discuss or demonstrate blood alcohol content measurement and explain the procedures for arrest (such as handcuffing, being taken to jail, being bonded, etc.).</p> <p>III. Trace the progress of a traffic ticket from the time it is given by a policeman through the courtroom.</p>
<p>IV. Home Safety</p> <ul style="list-style-type: none"> A. Fire <ul style="list-style-type: none"> 1. Potential hazards in the home 2. Preventive action - "EDITH" 3. Reporting fires 4. Extinguishing fires B. Falls <ul style="list-style-type: none"> 1. Unsafe conditions 2. Unsafe acts 3. Learning how to fall C. Poisons <ul style="list-style-type: none"> 1. Potential hazards 2. How to get help 		

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>D. Electrical</p> <p>E. Firearms</p> <ol style="list-style-type: none"> 1. Proper storage 2. Safe handling <ol style="list-style-type: none"> a. Safety on b. Finger outside trigger guard c. Muzzle under control, pointed away from self and others <p>F. Power tools</p> <ol style="list-style-type: none"> 1. Lawn and garden tools 2. Hand tools <p>V. Recreational Safety</p> <p>A. Water safety</p> <ol style="list-style-type: none"> 1. Swimming 2. Boating 3. Rescue techniques <ol style="list-style-type: none"> a. Reach b. Throw c. Row <p>B. Gun Safety</p>	<p>The student:</p> <p>IV. Lists rules for safe handling of firearms in the home.</p> <p>V. Explains non-swimming rescue techniques for drowning victim.</p>	<p>IV. Invite a representative of a local gun club or police department to speak to class and demonstrate safe gun procedures.</p> <p>IV. Write to the National Rifle Association (NRA) for gun handling literature.</p> <p>V. Students will demonstrate and practice non-swimming rescue techniques (teaching, assists, flotation devices, etc.).</p> <p>V. Give students a list of hunting safety regulations and have them discuss why such laws were enacted. Have them discuss the results of these regulations.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>VI. First Aid (Emergency Aid Care)</p> <ul style="list-style-type: none"> A. Definition B. Reasons for first aid C. Value of first aid <p>VII. Psychological First Aid</p> <ul style="list-style-type: none"> A. Emotions of rescuer B. Emotions of victim <p>VIII. Wounds</p> <ul style="list-style-type: none"> A. Definition and classification of wounds B. Common causes C. Symptoms <ul style="list-style-type: none"> 1. Skin damaged 2. Bleeding D. First aid for severe bleeding <ul style="list-style-type: none"> 1. Techniques for controlling <ul style="list-style-type: none"> a. Direct pressure b. Elevation c. Pressure points <ul style="list-style-type: none"> 1) Brachial 2) Femoral 	<p>The student:</p> <p>VIII. Demonstrates the use of pressure points to control bleeding.</p>	<p>VIII. Prepare an anatomical sketch illustrating brachial and femoral pressure points.</p>

416

417

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>F. Closed wounds</p> <ol style="list-style-type: none"> 1. Characteristics 2. Causes 3. Symptoms 4. Treatment objectives <p>G. Specific wounds</p> <ol style="list-style-type: none"> 1. Eye injuries 2. Chest injuries 3. Impaled injuries 4. Gunshot 5. Abdominal 6. Blisters 7. Bites <p>IX. Traumatic Shock</p> <ol style="list-style-type: none"> A. Definition B. Causes C. Symptoms <ol style="list-style-type: none"> 1. Early stages 2. Late stages D. Prevention <ol style="list-style-type: none"> 1. Keep victim lying down 2. Maintain body temperature 3. Get medical help E. Treatment objectives 	<p>The student:</p> <p>IX. Lists the preventive steps for shock.</p>	<p>IX. Based upon teacher-prepared situations, have the class explain the appropriate steps for preventing shock.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>X. Respiratory Emergencies and Artificial Respiration</p> <p>A. Definitions</p> <p>B. Symptoms of respiratory emergencies</p> <p>C. Types of respiratory emergencies</p> <p>D. Removal of airway obstruction</p> <p>E. Artificial respiration technique</p> <p>XI. Poisoning</p> <p>A. Definition</p> <p>B. Classification</p> <ol style="list-style-type: none"> 1. Ingested 2. Inhaled 3. Absorbed 4. Injected <p>C. Treatment objectives</p> <p>D. Treatment resources</p> <p>Poison Control Center</p> <p>XII. Burns</p> <p>A. Types of burns</p> <p>B. Causes and effects</p> <p>C. Classification</p>	<p>The student:</p> <p>XII. Differentiates between the treatment for 1st, 2nd and 3rd degree burns.</p>	<p>XII. Using a variety of burn illustrations, have the children label each as a minor or a serious burn.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>1. First</p> <p>2. Second</p> <p>3. Third</p> <p>D. Treatment objectives</p> <p>1. First degree</p> <p>a. Cold water</p> <p>b. No medication</p> <p>2. Second degree</p> <p>a. Cold water</p> <p>b. Apply sterile bandage</p> <p>3. Third degree</p> <p>a. Apply sterile bandage</p> <p>b. Elevate area</p> <p>c. Treat for shock</p> <p>d. Seek medical help</p> <p>XIII. Frostbite and Cold Exposures</p> <p>A. Causes</p> <p>B. Preventive objectives</p> <p>C. Treatment objectives</p> <p>XIV. Heat Stroke, Heat Cramps, and Heat Exhaustion</p> <p>A. Definitions</p> <p>B. Causes</p>	<p>The student:</p> <p>XIV. Lists signs and symptoms of the three heat related conditions.</p>	<p>XII. After the identification of burns, children will explain the proper treatment of that type of burn.</p> <p>XIV. Divide the class into three groups in order to develop a chalkboard chart. Each group will establish a list of</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>C. Heat stroke</p> <ol style="list-style-type: none"> 1. Body temperature high 2. Skin hot and dry 3. Pulse rapid and strong 4. Victim may be unconscious <p>D. Heat cramps - muscle spasm</p> <p>E. Heat exhaustion</p> <ol style="list-style-type: none"> 1. Normal body temperature 2. Pale and clammy skin 3. Profuse perspiration 4. Weak 5. Headache 6. Nausea 7. Possible fainting <p>F. Treatment objectives</p> <p>XV. Sudden Illness</p> <ol style="list-style-type: none"> A. Heart attack B. Stroke C. Fainting D. Convulsion E. Diabetic conditions F. Substance abuse reactions G. Acute appendicitis 	<p>The student:</p>	<p>conditions or symptoms for one of the following areas: heat stroke, heat cramps, and heat exhaustion.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>XVI. Emergency Medical Equipment</p> <ul style="list-style-type: none"> A. Dressing B. Bandages C. Improvised equipment D. First aid kits <p>XVII. Skeletal Injuries</p> <ul style="list-style-type: none"> A. Definitions B. Fractures C. Dislocations D. Sprains E. Strains F. First aid objective - immobilization <p>XVIII. Emergency Rescues</p> <ul style="list-style-type: none"> A. Rescue from life threatening situations B. Transportation of injured <p>XIX. C.P.R.</p> <ul style="list-style-type: none"> A. Definition B. Reasons for life support C. Technique of C.P.R. D. Practice 	<p>The student:</p> <p>XVII. Identifies the primary objective in first aid for skeletal injuries.</p>	<p>XVII. From a varied supply of materials, students will select and demonstrate the use of materials which can be used as improved immobilization equipment.</p> <p>XVIII. In a teacher-led discussion, students will discuss reasons why transportation of the injured may be necessary.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. First Aid</p> <p>A. Definitions</p> <p>B. Reasons for first aid</p> <p>C. Value of first aid</p> <p>II. Psychological first aid</p> <p>A. Emotions of rescuer</p> <p>B. Emotions of victim</p> <p>III. Wounds</p> <p>A. Classification of wounds</p> <p>B. Common causes</p> <p>1. Techniques for controlling bleeding</p> <p>2. Treatment objectives</p> <p>C. Prevention of contamination and infection</p> <p>1. Safeguards</p> <p>2. Measures to be taken</p> <p>3. Removal of foreign objects</p> <p>4. Dressing of wound</p> <p>5. Infection</p>	<p>The student:</p>	<p>I. For brain-storming sessions, have students identify the first aider's role in the total concept of emergency.</p> <p>II. Role play. Give the students panic and calm first aid situations. Have them devise a role to depict the effects of panic and calm on the victim/rescuer in an emergency situation. Show film "One Person Too Late" by American Red Cross.</p> <p>III. Teacher will demonstrate alternative methods for controlling bleeding and infection. At stations controlled by student leaders, students will practice these methods.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>D. Open wounds</p> <ol style="list-style-type: none"> 1. Characteristics 2. Causes 3. Symptoms 4. Treatment objectives <p>E. Prevention of contamination and infection</p> <ol style="list-style-type: none"> 1. Safeguards 2. Measures to be taken 3. Removal of foreign objects 4. Dressing 5. Infection <p>F. Closed wounds</p> <ol style="list-style-type: none"> 1. Characteristics 2. Causes 3. Symptoms 4. Treatment objectives <p>G. Specific wounds</p> <ol style="list-style-type: none"> 1. Eye injuries 2. Chest injuries 3. Impaled injuries 4. Gunshot 5. Abdominal 6. Blisters 7. Bites 	<p>The student:</p>	<p>III. Utilizing overhead projectors, and colored pencils, have students prepare schematic diagrams of specific wounds.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>IV. Traumatic Shock</p> <p>A. Definitions</p> <p>B. Causes</p> <p>C. Symptoms</p> <p>1. Early stages</p> <p>2. Late stages</p> <p>D. Preventive objectives</p> <p>E. Treatment objectives</p> <p>V. Respiratory Emergencies and Artificial Respiration</p> <p>A. Definitions</p> <p>B. Symptoms of respiratory emergencies</p> <p>C. Types of respiratory emergencies</p> <p>D. Removal of airway obstruction</p> <p>E. Artificial respiration technique</p> <p>VI. Poisoning</p> <p>A. Definition</p> <p>B. Classification</p> <p>1. Ingested</p> <p>2. Inhaled</p> <p>3. Absorbed</p> <p>4. Injected</p>	<p>The student:</p> <p>VI. Identifies the four basic classifications of poisoning.</p>	<p>IV. Students will develop a chart illustrating the psychological basis of the traumatic shock cycle.</p> <p>IV. In a self-testing situation, have students predict symptomatic responses based upon the shock cycle.</p> <p>VI. Have students make wall charts displaying the classifications of poisoning.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>C. Treatment objectives</p> <p>D. Treatment resources Poison Control Center</p> <p>VII. Burns</p> <p>A. Types of burns</p> <p>B. Causes and effects</p> <p>C. Classification</p> <p>D. Treatment objectives</p> <p>VIII. Frostbite and cold exposure</p> <p>A. Causes</p> <p>B. Prevention objectives</p> <p>C. Treatment objectives</p> <p>IX. Heat stroke, heat cramps, and heat exhaustion</p> <p>A. Definitions</p> <p>B. Causes</p> <p>C. Heat stroke</p> <p>1. Cool body down</p> <p>2. Get medical help</p> <p>D. Heat cramps</p> <p>1. Massage to relieve cramps</p> <p>2. Replace electrolytes (Gatorade)</p>	<p>The student:</p> <p>IX. Explains first aid for heat stroke, heat cramps, and heat exhaustion.</p>	<p>VI. Discuss and explain each poison treatment through class discussion.</p> <p>VII. Show film on identification of types of burns.</p> <p>IX. In class discussion, have students formulate a comparison chart of treatments for heat stroke, heat cramps, and heat exhaustion.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>E. Heat exhaustion</p> <ol style="list-style-type: none"> 1. Cool body down 2. Replace electrolites 3. Observe to prevent heat stroke <p>F. Treatment objectives</p> <p>X. Sudden illness</p> <p>A. Heart attack</p> <ol style="list-style-type: none"> 1. Persistent chest pain radiating to left shoulder 2. Shortness of breath (gasping) 3. Bluish discoloration of lips, skin and fingernails 4. Prostration 5. Shock <p>B. Stroke</p> <ol style="list-style-type: none"> 1. Headache 2. Confusion 3. Dizziness 4. Ringing in ears 5. Speech difficulty 6. Visual distortion 	<p>The student:</p> <p>X. Identifies signs and symptoms for heart attack and stroke.</p>	<p>X. Using an overhead projector and transparencies, present each sudden illness and its treatment.</p> <p>X. Have a resource person from medical field or association to explain heart attack and stroke to class.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>XI. Emergency medical equipment</p> <ul style="list-style-type: none"> A. Dressing B. Bandages C. Improvised equipment D. First aid kits <p>XII. Skeletal injuries</p> <ul style="list-style-type: none"> A. Definitions B. Fractures C. Sprains D. Strains E. Head and spinal injuries <p>XIII. Emergency rescues</p> <ul style="list-style-type: none"> A. Rescue from life threatening situation B. Transportation of the injured <p>XIV. C.P.R.</p> <ul style="list-style-type: none"> A. Definition B. Reasons for life support C. Methods <ul style="list-style-type: none"> 1. One rescuer 	<p>The student:</p> <p>XIV. Demonstrates procedure for removal of airway obstruction for conscious and unconscious victim.</p>	<p>XI. Class discussion of emergency medical equipment improvisation techniques as demonstrated in selected emergency situations.</p> <p>XIV. Show film. Class discussion of principles of C.P.R.</p> <p>XIV. Demonstration of techniques of C.P.R.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<ul style="list-style-type: none"> a. With victim flat on back, check for responsiveness, b. Call for help c. Clear mouth of foreign matter d. Open airway (tilt head back, lift neck) e. Look, listen and feel for air f. If not breathing, pinch nostrils and give four quick breaths g. Look, listen and feel for air exchange h. If airway is blocked: <ul style="list-style-type: none"> 1) Try back blows 2) Abdominal or chest thrust 3) Finger probe i. Check carotoid pulse j. If pulse absent, begin C.P.R. (one rescuer) <ul style="list-style-type: none"> 1) Locate lower tip of sternum (xiphoid process) 		<p>XIV. Mannequin practice.</p> <p>XIV. <u>Guidelines for C.P.R. Instruction</u> available from the Health and Physical Education, Louisiana Department of Education, P. O. Box 44064, Baton Rouge, Louisiana 70804.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>2) Place heel of hand 1 to 1-1/2" above xiphoid process</p> <p>3) Begin chest com- pression - 15 compressions for every 2 breaths</p> <p>k. Continue until victim is revived or medical help becomes available.</p> <p>2. Two rescuer</p> <p>D. Airway Obstruction Removal</p> <p>1. Conscious victim</p> <p>a. Wrap arms around victim from behind</p> <p>b. Make fist with one hand, covering it with other hand</p> <p>c. Place thumb of fist above navel and be- low rib cage</p> <p>d. Thrust fist sharply upward and back into person's abdomen</p> <p>e. Repeat 4 times</p> <p>f. If airway still blocked, repeat procedure</p> <p>g. If airway still blocked, administer</p>		

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>4 sharp back blows</p> <p>h. If airway still blocked, repeat abdomen thrust and back blows</p> <p>i. If airway still blocked, attempt finger probes</p> <p>2. Unconscious victim</p> <p>a. Turn victim on back</p> <p>b. Kneel astride victim's hips</p> <p>c. With one of your hands on top of the other, place the heel of your bottom hand on victim's abdomen, above navel and below rib cage</p> <p>d. Press heel of hand into victim's abdomen</p> <p>e. Repeat several times</p>		

414

415

TOPIC AREA SAFETY AND FIRST AID - BIBLIOGRAPHY

Resources - Association and Agencies:

- A.A.H.P.E.R.D., 1201 Sixteenth Street, N.W., Washington, D.C. 20036
- American National Red Cross, Eighteenth and E. Streets, N.W., Washington, D.C. 20250
- Boating Industry Association, 401 N. Michigan Avenue, Chicago, Illinois 60611
- Department of Public Safety, South Foster Drive, Baton Rouge, Louisiana 70806
- Gulf States Utilities Co., Public Relations Department, P. O. Box 2431, Baton Rouge, LA 70821
- Louisiana Wildlife and Fisheries, Capitol Station, P. O. Box 44095, Baton Rouge, LA 70804
- L.S.U. Cooperative Extension Service, Louisiana State University, Baton Rouge, LA 70803
- National Fire Protection Agency, 60 Batterymarch Street, Boston, MA 02100
- National Institute for Occupational Safety and Health, Post Office Building, Cincinnati, Ohio 45202
- National Rifle Association, 1600 Rhode Island Avenue, N.W., Washington, D.C. 20036
- National Safety Council, 444 N. Michigan Avenue, Chicago, IL 60611
- Pedestrian Safety, Consumer Product Safety Commission, Washington, D.C. 20207
- Poison Prevention Week Secretary, Post Office Box 1543, Washington, D.C. 20013
- Power Tool Institute, 1803 S. Busse Highway, Mt. Prospect, IL 60056

TOPIC AREA SAFETY AND FIRST AID - BIBLIOGRAPHY

Schwinn Bicycle Company, 1856 North Kostner Avenue, Chicago, IL 60639

Speakers and Films, Louisiana Wildlife and Fisheries, Capitol Station, Post Office Box 44095, Baton Rouge, LA 70804

Traffic Safety Materials, U. S. Department of Transportation, National Highway Traffic Safety Administration, Washington, D.C. 20590

U. S. Coast Guard, Washington, D.C.

U. S. Department of H.E.W., Public Health Service, Division of Accident Prevention, Washington, D.C. 20201

Audio/Visuals:

A First Film on Finding Your Way to School (16 mm., color, 9-1/2 min.). Recognizing landmarks and understanding safety rules. Rental \$6.50, Sale \$120.00. B.F.A. Educational Media, 2221 Michigan Avenue, Santa Monica, CA 90404.

After the Ouch (8-11 years, 16 mm. or video). Artificial respiration and first aid for choking. Churchill Films, 662 N. Robertson Boulevard, Los Angeles, CA 90069.

Basic First Aid Posters (\$8.00 set of 36 large size instructional charts for use with Basic First Aid). Basic First Aid, American Red Cross, local chapter.

Bleeding - What to Do (16 mm. or video). Pyramid Films, Box 1048, Santa Monica, CA 90406.

Boating Safety and Rescue (16 mm. or video, 10 min., 31 sec.), \$35.00 for 16 mm. and \$30.00 for video. Presents small boat safety techniques. American Red Cross, local chapter.

Community Disaster Action (video, 5 min., 42 sec.), \$18.00.

A13

419

TOPIC AREA SAFETY AND FIRST AID - BIBLIOGRAPHY

CPR - A Training Film (16 mm. or video). Thanco Films, 3047 Baker St., San Francisco, CA 94123

Disaster Sights and Sounds (videocassette, 8 min., \$25.00), film segments of actual moments of destruction. This is a "discussion starter" used in Disaster Preparedness. Film Loops, Inc., Post Office Box 2233, Princeton, NJ 08540

False Alarm (videocassette, 11 min., 10 sec.), a fascinating puppet show that introduces health and safety to primary grades, \$25.00 each.

Fire Emergency Action (16 mm. or video, 6 min., 40 sec.), animation used to point out steps people should take to preserve their lives in single home and apartment fires. \$35.00 for 16 mm. and \$25.00 for video.

Flood Emergency Action (video, 5 min., 3 sec.), \$18.00.

Have Fun But (18. min. slide series, \$4.50), designed to promote safety in, on, and around water. Cartoon characters are featured.

Hurricane and Tornado Emergency Action (16 mm.), on loan from local Red Cross Chapter.

Just Like A Car. National Safety Council, 444 N. Michigan Avenue, Chicago, IL 60611.

New Breath of Life (16 mm. or video), \$350.00. Pyramid Films, Box 1048, Santa Monica, CA 90406.

Non-Swimming Rescues (16 mm. or video, 23 min.), \$95.00 for 16 mm. and \$35.00 for video. Film depicting use of first aid knowledge in five different home emergencies. Good for use in all first aid classes, 7th grade and up.

Standard First Aid (Multi Media) (16 mm., 54 min., 50 sec.), \$210.00, from American Red Cross, local chapter.

TOPIC AREA SAFETY AND FIRST AID - BIBLIOGRAPHY

Safety on the Streets - Manual of Safe Procedure, National Safety Council, 444 N. Michigan Ave., Chicago, IL 60611.

On the Job Safety Rules for Power Tools, Power Tool Institute, 1803 S. Busse Highway, Mt. Prospect, IL 60056.

Teaching Poison Prevention in Kindergarten Through Third Grades, U. S. Department of H.E.W., Public Health Service, Division of Accident Prevention, Washington, D.C. 20201.

Curriculum Guides:

All About Fires, National Safety Council, 444 N. Michigan Ave., Chicago, IL 60611.

Health Education Programs in Oregon Schools, Oregon Department of Education, Salem, Oregon 97310.

Interdisciplinary Traffic, Safety Instruction System, Maryland State Department of Education, Post Office Box 8717, Friendship International Airport, Baltimore, MD 21218.

Safety for Louisiana Schools Bulletin #1394, Safety Education Section, Louisiana State Department of Education, Post Office Box 44064, Baton Rouge, LA 70804. (Free)

453

452

TOPIC AREA SAFETY AND FIRST AID - BIBLIOGRAPHY

- Aaron, James, et al. First Aid and Emergency Care. New York: MacMillan Co., 1972.
- American Red Cross. Basic Aid Training (Grades 3 and 4) Teacher's Packet. American Red Cross, 1980.
- American Red Cross. Basic First Aid, Student Workbook (Grades 5 and 6). American Red Cross, 1980.
- American Red Cross. CPR, Student Workbook. American Red Cross.
- American Red Cross. Emergency Action Principles. American Red Cross, 1977.
- American Red Cross. Emergency Relief of Foreign Body Obstruction of the Airway. American Red Cross, 1978.
- American Red Cross. First Aid for Burns. American Red Cross, 1977.
- American Red Cross. First Aid for Poisoning. American Red Cross, 1977.
- American Red Cross. First Aid for Wounds. American Red Cross, 1977.
- American Red Cross. Health and Safety for the Primary Grades, Teacher Portfolio. American Red Cross.
- American Red Cross. Standard First Aid and Personal Safety. American Red Cross, Second Edition, 1979.
- American Red Cross. Standard First Aid (Multi Media) Student Workbook. American Red Cross, 1978.
- Annarino, Anthony, et al. A Study Guide to First Aid and Safety. Minneapolis, Minn.: Burgess Publishing Co., 1970.
- Brennan, William T., and Ludwig, Donald. First Aid and Civil Defense. Dubuque, Iowa: William C. Brown, 1971.
- Byrd, Oliver E., and Byrd, Thomas. Medical Readings on First Aid. San Francisco, Calif.: Boyd and Fraser Co., 1971.

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Grant, Harvey, et al. Emergency Care. Bowie, JD: Robert J. Brady Co., 1975.

Helfen, Grant, et al. First Aid for Health Emergencies. St. Paul, Minn.: West Publishing Co., 1973.

Henderson, John. Emergency Medical Guide. McGraw-Hill, New York: 1978.

456

457

SUBSTANCE USE AND ABUSE

453

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. Medicine</p> <p>A. Reasons for use and benefits</p> <ol style="list-style-type: none"> 1. Prevention of illness 2. Treatment of illness <p>B. Necessity of medicine</p> <ol style="list-style-type: none"> 1. Longer life 2. Healthier life <p>C. Directions and guidelines for use</p> <ol style="list-style-type: none"> 1. Persons who dispense <ol style="list-style-type: none"> a. Physicians b. Pharmacists c. Nurses d. Parents e. Qualified adults 2. Directions <ol style="list-style-type: none"> a. Do not take others' medicines b. Follow directions c. Keep medicine in original containers d. Do not take medicines in the dark 3. Dangers of misuse <ol style="list-style-type: none"> a. Individual reactions b. Death 	<p>The student:</p> <p>I. States why medicines are necessary.</p> <p>I. Identifies persons who should dispense medicines.</p> <p>I. Identifies dangers of misusing medicines.</p>	<p>I. Collect pictures showing people who are ill. Discuss ways medicine might help.</p> <p>I. Have students write a story, "When I was Ill."</p> <p>I. Role play child's illness, trip to doctor, purchase of medicine from pharmacist, administering by qualified adult, and proper storage.</p> <p>I. Field trip to hospital.</p> <p>I. Discuss ways adults can dispose of old medicines and containers.</p> <p>I. Compare a list of safety rules about taking medicine.</p> <p>I. Bring empty bottles of drugs with directions. Read directions to class, calling attention to specific directions for taking.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>D. Common forms</p> <ol style="list-style-type: none"> 1. Aspirin 2. Cough medicine 3. Allergy medicine 4. Vitamins 5. Cold medicines 6. Other <p>E. Labels and storage</p> <ol style="list-style-type: none"> 1. Visible cautions of labels <ol style="list-style-type: none"> a. Skull and crossbones b. Mr. Yuk c. Danger 	<p>The student:</p> <p>I. Identifies poison labels.</p>	<ol style="list-style-type: none"> I. Make a collage identifying different medicines, using magazine and newspaper ads.. I. Set up a display of empty bottles of prescription and non-prescription medicines. Discuss differences between the two and reasons for information on the labels.. I. Field trip to drug store. Discuss prescription and nonprescription drugs with druggist. I. Discuss medicines advertised on TV. Bring attention to ways commercials can be misleading. Answer these questions: Why do you watch commercials? Do you buy things advertised on TV? What do commercials tell us? Do we need everything we see on commercials? I. Teacher illustrates poison signs (Mr. Yuk and Skull and Crossbones) with bulletin board display. Students can also illustrate same

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>2. Safe storage</p> <p>3. Directions</p> <p>II. Household Substances</p> <p>A. Familiar substances</p> <ol style="list-style-type: none"> 1. Cleaning products 2. Cosmetics 3. Paint products 4. Lawn care products 5. Glue 6. Poisons 7. Petroleum products 	<p>The student:</p> <p>II. Lists familiar household substances.</p>	<p>signs. Discuss meaning of symbols. Order Mr. Yuk stickers.</p> <p>I. Students discuss where medicine is stored at home.</p> <p>I. Bulletin board display using pictures and labels from magazines and bottles. Discuss categories to which each belongs.</p> <p>I. Construct medicine cabinet of cardboard box. Use bottles with labels giving specific use and directions.</p> <p>II. Teacher and students prepare a HOME SAFETY CHECKLIST including common substances and areas of storage. Students work with parents to complete list and return it to school for discussion.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>B. Directions/guidelines for use</p> <ol style="list-style-type: none"> 1. Reading labels 2. Storage 3. Recognizing warnings <p>C. Dangers</p> <ol style="list-style-type: none"> 1. Poisoning 2. Burns 3. Ill effects 4. Death <p>D. Emergency contact people</p> <ol style="list-style-type: none"> 1. Adult 2. Doctor 3. Fire department 4. Hospital 5. Police 6. Others 	<p>The student:</p> <p>II. Lists dangers of misusing household substances.</p> <p>II. Names persons to contact in case of emergencies related to household substances.</p>	<p>II. Discuss items that are dangerous to play with, such as matches, gasoline, glue, etc.</p> <p>II. Make a list of telephone numbers needed for emergencies: police, doctor, fire department. Students prepare stickers with numbers to be placed near telephone.</p>

488

CONTENT OUTLINE	STUDENT OBJECTIVES	SUGGESTED ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. Medicine (Review)</p> <ul style="list-style-type: none"> A. Reasons for use and benefits <ul style="list-style-type: none"> 1. Prevent illness 2. Treatment of illness B. Necessity of medicine <ul style="list-style-type: none"> 1. Longer life 2. Healthier life C. Directions and guidelines for use <ul style="list-style-type: none"> 1. Persons who dispense <ul style="list-style-type: none"> a. Physicians b. Pharmacists c. Nurses d. Parents e. Qualified adults 2. Directions <ul style="list-style-type: none"> a. Do not take others' medicines b. Follow directions c. Keep medicine in original containers d. Do not take medicines in the dark 3. Risks <ul style="list-style-type: none"> a. Individual reactions b. Misuse c. Improper disposal d. Death 	<p>The student:</p> <ul style="list-style-type: none"> I. States why medicines are necessary and beneficial. I. States general directions for taking medicines. 	<ul style="list-style-type: none"> I. Invite qualified medical person to discuss benefits of drugs. I. Make a collage of the common forms of medicines and what the benefits are of each. I. Compose a list of safety rules about taking medicines. I. Discuss ways adults can dispose of old medicines and containers.

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>3. Labeling</p> <p>a. Prescription</p> <ol style="list-style-type: none"> 1) Date 2) Doctor 3) Patient 4) Drug type and use 5) Dosage <p>b. Non-prescription</p> <ol style="list-style-type: none"> 1) Date 2) Drug type and use 3) Dosage 4) Active ingredients 5) Contraindications 6) Possible drug interaction 7) Caution <p>II. Household substances</p> <p>A. Familiar substances</p> <ol style="list-style-type: none"> 1. Cleaning products 2. Cosmetics 3. Paint products 4. Lawn care products 5. Glue 6. Poisons 7. Petroleum products 	<p>The student:</p> <p>I. Identifies characteristics of drug labels.</p>	<p>I. Make chart with following categories: NAME OF MEDICINE/ PRESCRIPTION/NON-PRESCRIPTION/ USES/DANGERS.</p> <p>II. Bring labels from home or magazines related to household substances. Discuss proper use of each.</p>

472

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>B. Directions/guidelines for use</p> <ol style="list-style-type: none"> 1. Reading labels 2. Storage 3. Recognizing warnings 	<p>The student:</p>	<ol style="list-style-type: none"> II. Teacher and students prepare a HOME SAFETY CHECKLIST, including common substances and areas of storage. Students work with parents to complete list and return it to school for discussion. II. Students and teachers make list of undesirable results from experimenting with unknown substances. Skit or role playing possible: one student desires to drink something from a bottle found in garage. Friend tries to discourage him or her. After taking a drink, first student gets sick. Discuss possible outcome. II. Discuss items that are dangerous to play with, such as matches, gasoline, glue, etc. II. Help students identify poison and caution labels. Discuss phrase "Caution - keep out of reach of children and pets."

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>C. Risks</p> <ol style="list-style-type: none"> 1. Poisons 2. Burns 3. Ill effects 4. Death <p>III. Tobacco</p> <p>A. Definition</p> <p>B. Common forms</p> <ol style="list-style-type: none"> 1. Cigarettes 2. Cigars 3. Chewing tobacco 4. Snuff <p>C. Effects</p> <ol style="list-style-type: none"> 1. Immediate <ol style="list-style-type: none"> a. Blood pressure b. Pulse rate increase c. Temperature in extremities drops d. Blood clots faster e. Action of cilia slows f. Shortness of breath g. Coughing 	<p>The student:</p> <p>III. Describes immediate effects of smoking on the following systems:</p> <ol style="list-style-type: none"> a. Nervous b. Cardiovascular c. Respiratory 	<p>II. Make a list of telephone numbers needed for emergencies: police, doctor, fire department. Students prepare stickers with numbers to be placed near telephone.</p> <p>III. Word list: tobacco, cigarette, cigar, chewing tobacco, snuff, tar, nicotine, cancer, emphysema, bronchitis.</p> <p>III. Students collect pictures depicting tobacco use in various forms.</p> <p>III. Student or teacher brings cigarette package to class. Class discusses warning on package.</p> <p>III. Collect recent articles or information that shows the trend over the past 10 years for junior high school students that smoke.</p> <p>III. Write to agencies for posters and information: AMERICAN HEART ASSOCIATION, AMERICAN CANCER SOCIETY, and LUNG ASSOCIATION.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>2. Abstinence</p> <ul style="list-style-type: none"> a. Health b. Peer pressure c. Fear d. Religion e. Athletes f. Cost g. Illegal to sell to minors. 	<p>The student:</p>	<p>III. Debate these subjects:</p> <ul style="list-style-type: none"> 1. Smoking should not be allowed in public places. 2. Teachers should not be allowed to smoke at school. 3. There should be smoking areas for teachers. 4. Tobacco is necessary to the U. S. economy. 5. Smokers have less will power than non-smokers. <p>III. Divide class into four groups and develop lists of answers to these questions:</p> <ul style="list-style-type: none"> 1. Why do people start smoking? 2. Why do people continue smoking? 3. Why do people stop smoking? 4. Why do some people never start smoking? <p>Follow up with discussion of reasons.</p> <p>III. Read "Warning Law" to students taken from cigarette vending machine.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>E. Cessation and reduction of risk</p> <ol style="list-style-type: none"> 1. How to stop <ol style="list-style-type: none"> a. Cold turkey b. Gradual reduction c. Smoking clinics d. Aversion drugs e. Other methods 2. How to reduce risk <ol style="list-style-type: none"> a. Use low tar and nicotine products b. Filters c. Smoke part of cigarette <p>IV. Alcohol</p> <ol style="list-style-type: none"> A. Definitions B. Common forms <ol style="list-style-type: none"> 1. Beer 2. Wine 3. Distilled beverages C. Reasons for use/abuse/abstinence <ol style="list-style-type: none"> 1. Use <ol style="list-style-type: none"> a. Ceremony b. Peer Pressure c. Curiosity 	<p>The student:</p> <p>III. Names ways to stop smoking.</p> <p>IV. Defines alcoholic beverages.</p> <p>IV. Identifies common forms of alcohol.</p> <p>IV. Lists reasons for use, abuse, and abstinence from alcohol.</p>	<p>III. Have students brainstorm methods used to stop smoking.</p> <p>IV. Word list: ethyl alcohol, methyl alcohol, distillation, fermentation, hangover, sober.</p> <p>IV. Students prepare posters on common types of alcohol.</p> <p>IV. Students make a list of reasons given by teenagers and adults for drinking.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>d. Adult imitation</p> <p>e. Pleasure</p> <p>f. Rebellion</p> <p>g. Advertising</p> <p>2. Abuse</p> <p>a. Peer pressure</p> <p>b. Escape</p> <p>c. Addiction</p> <p>d. Habit</p> <p>3. Abstinence</p> <p>a. Health</p> <p>b. Parental influence</p> <p>c. Religion</p> <p>d. Athletes</p> <p>e. Illegal to sell to minors</p> <p>f. Peer pressure</p> <p>g. Cost</p> <p>h. Fear</p> <p>D. Immediate effects</p> <p>1. Coordination</p> <p>2. Speech</p> <p>3. Mood</p> <p>4. Judgment</p> <p>5. CNS depressed</p>	<p>The student:</p> <p>IV. Identifies immediate effects of alcohol.</p>	<p>IV. Students write a two-page paper on why people drink, using research support information.</p> <p>IV. Bring newspaper articles dealing with accidents caused by persons under the influence of alcohol.</p> <p>IV. Lecture on immediate effects of alcohol.</p> <p>IV. Homework report on immediate effects of alcohol.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>V. Marijuana</p> <p>A. Definitions</p> <ol style="list-style-type: none"> 1. THC (Tetrahydrocannabinol) 2. Cannabis 3. Hashish 4. Marijuana <p>B. Common names</p> <ol style="list-style-type: none"> 1. Pot 2. Grass 3. Joint 4. Others <p>C. Effects</p> <ol style="list-style-type: none"> 1. Immediate <ol style="list-style-type: none"> a. Coordination b. Sensory distortion c. Mood changes d. Time/distance relationship e. Hunger f. Others 2. Long term <ol style="list-style-type: none"> a. Memory b. Motivation c. Disease resistance d. Psychological dependence e. Others 	<p>The student:</p> <p>V. Lists immediate and long term effects of marijuana.</p>	<p>V. Word list: THC, marijuana, cannabis, hashish, pot, grass, joint, weed, toké, buzz.</p> <p>V. Class discussion of effects of marijuana on attitude, senses, coordination, judgment, family relationships, friends, school work, self-esteem.</p> <p>V. Students write report on recent research regarding marijuana.</p> <p>V. Complete unfinished sentences such as:</p> <ol style="list-style-type: none"> 1. Marijuana is... 2. My parents think marijuana is... 3. Marijuana may be dangerous because... 4. People who use marijuana... 5. People who don't use marijuana...

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>D. Patterns of use</p> <ol style="list-style-type: none"> 1. Reasons given for use <ol style="list-style-type: none"> a. Peer pressure b. Escape c. Curiosity d. Recreation e. Boredom f. Psychological dependence 2. Reasons given for not using <ol style="list-style-type: none"> a. Illegal b. Independence c. Health d. Fear e. Cost f. Peer influence g. Parental influence <p>VI. Inhalants</p> <ol style="list-style-type: none"> A. Common forms <ol style="list-style-type: none"> 1. Glue 2. Aerosols 3. Gasoline 4. Paint products 5. Cooking products 	<p>The student:</p> <p>V. Names reasons given for using and not using.</p> <p>VI. States reasons why inhalants are dangerous if misused.</p>	<p>V. List and discuss with class reasons why students may try marijuana.</p> <p>V. Role play a student trying to talk a friend into smoking marijuana.</p> <p>V. Role play a parent's reaction to a son or daughter discovered using marijuana. Class discuss results of actions displayed.</p> <p>V. Debate legalization or decriminalization of marijuana.</p> <p>VI. Students prepare reports on effects of inhalants.</p> <p>VI. Students read newspaper or magazine articles on effects of inhalants and discuss with class.</p> <p>VI. Teacher gives pre-test on inhalants. Follow with discussion.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>B. Physiological effects</p> <ol style="list-style-type: none"> 1. Nervous system 2. Muscular system 3. Respiratory system 4. Senses <p>C. Psychological effects</p> <ol style="list-style-type: none"> 1. Mood changes 2. Judgment 3. Dependence 4. Peers, family, work, attitude, self-esteem 		<p>499</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. Alcohol</p> <p>A. Problems associated with drinking</p> <ol style="list-style-type: none"> 1. Drunkenness 2. Acceptance 3. Legal problems 4. Hangover 5. Effect on school work 6. Effect on family 7. Effect on friends 8. Irresponsibility <ol style="list-style-type: none"> a. Drinking and driving b. Drinking on an empty stomach c. Mixing alcohol with drugs and/or medication d. Gulping drinks e. Drinking to "escape" f. Drinking concentrated drinks <p>B. Physical effects</p> <ol style="list-style-type: none"> 1. Coordination 2. Speech 3. Mood 4. Judgment 	<p>The student:</p> <ol style="list-style-type: none"> I. States risks related to use of alcohol. I. Identifies irresponsible ways alcohol is used. 	<ol style="list-style-type: none"> I. Invite a school nurse to discuss effects of alcohol on body. I. Invite a social drinker, a dry alcoholic and a non-drinker to speak to class on reasons for choices. I. Discuss effects of alcohol on decision-making, self-control,

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>C. Attitudes toward drinking</p> <ol style="list-style-type: none"> 1. Peers 2. Family 3. Teachers 4. Friends <p>D. Dealing with peer pressure</p> <ol style="list-style-type: none"> 1. Recognizing pressure 2. Giving in 3. Finding new friends 4. Resisting pressure <p>E. Alternatives to Alcohol Abuse</p> <ol style="list-style-type: none"> 1. Other beverages 2. Abstinence 3. Hobbies 4. Work 5. School work 6. People 7. Music 8. Nature 9. Others 	<p>The student:</p> <ol style="list-style-type: none"> I. Compares his/her attitudes toward drinking with that of peers. I. Summarizes methods of dealing with peer pressure. I. Lists alternatives to the use of alcohol. 	<ol style="list-style-type: none"> I. Divide class into groups. Place a water-filled bottle and cups in middle of group. Privately instruct all members of each group except one to take a drink of water and resist pressure from others to take one. Give each group 5-10 minutes. Follow each activity with questions about feelings, pressure, etc. I. Each student writes a list of personal alternatives to drinking.

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>I. Alcohol</p> <p>A. Alcoholism</p> <p>1. Causes</p> <p>a. Social</p> <p>b. Emotional</p> <p>c. Physical</p> <p>2. Effects</p> <p>a. Early signs</p> <p>b. Physical</p> <p>c. Emotional</p> <p>d. Diseases</p> <p>3. Treatment</p> <p>a. Individual</p> <p>b. Group</p> <p>1) AA</p> <p>2) Alanon</p> <p>3) Alateen</p> <p>4) Local agencies</p>	<p>The student:</p> <p>I. Lists effects related to alcoholism.</p> <p>I. Lists organizations which help people with alcohol related problems.</p>	<p>I. Word list: alcoholic, intoxication, black-out, Driving While Intoxicated (DWI), Alcoholics Anonymous (AA), Delirium Tremens (DT's).</p> <p>I. Students write a report tracing social drinking to the abuse of alcohol.</p> <p>I. Invite a law enforcement officer to answer questions about legal rights and consequences of alcohol use.</p> <p>I. Invite a dry alcoholic to share experiences with the class.</p> <p>I. Develop a list of agencies at the local, state and national levels which have information or help people with alcohol related problems.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE - STUDENT OBJECTIVES
<p>B. Risks associated with Drunkenness</p> <ol style="list-style-type: none"> 1. Drinking and driving 2. Effects on physical functions 3. Effects on others 4. Legal problems 5. Chronic disease <p>II. Drugs of Abuse</p> <p>A. Hallucinogen - a mind altering drug</p> <ol style="list-style-type: none"> 1. Marijuana 2. PCP 3. Psilocybin 4. Mescaline 5. LSD 6. STP 7. Others 8. Immediate effects - sensory distortion 9. Long range effects <ol style="list-style-type: none"> a. Habituation b. Flashbacks 	<p>The student:</p> <p>II. Defines the following drugs: Hallucinogens, depressants, stimulants, narcotics, and over-the-counter.</p> <p>II. Given a list of substances, the student places them into proper categories.</p> <p>II. Cites immediate and long-range effects of hallucinogens, depressants, stimulants and opiates.</p>	<p>II. Word list: narcotic, hallucinogen, stimulant, depressant, over-the-counter drug, PCP, valium, etc.</p> <p>II. Class discussion to list and categorize drugs.</p> <p>II. Students prepare chart of selected drugs categorized by names, effects, uses, dangers.</p> <p>II. Teacher distributes a list of drugs. Students classify each substance according to type, potential for psychological dependence, tolerance, withdrawal.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>B. Depressant - a drug that slows down the Central Nervous System</p> <ol style="list-style-type: none"> 1. Tranquilizers <ol style="list-style-type: none"> a. Librium b. Valium c. Miltown 2. Barbiturates <ol style="list-style-type: none"> a. Seconal b. Amytal c. Tuinal d. Nembutal e. Phenobarbital 3. Methaqualone 4. Immediate effects - reduced sensory response 5. Long-range effects <ol style="list-style-type: none"> a. Habituation b. Addiction 6. Medical uses <ol style="list-style-type: none"> a. High blood pressure b. Epilepsy c. Insomnia d. Relaxes patient before surgery 7. Recognizing abusers 	<p>The student:</p>	<ol style="list-style-type: none"> II. Students write facts and myths about various drugs. Teacher puts statements on board and discusses each point as it is raised. Students can challenge and ask questions. Where there is lack of information, assignments are made. II. Assign a drug to each student for a written report. II. Rank items according to why people abuse drugs: <ol style="list-style-type: none"> 1. Conditioning to drug culture 2. Escape 3. Ignorance 4. Pleasure 5. Curiosity 6. Thrill seeking II. Students rank these drugs according to physical dangers: <ol style="list-style-type: none"> 1. Marijuana 2. Cigarette 3. Alcohol 4. Sleeping pills 5. PCP

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>C. Stimulant - a drug that increases activity of the Central Nervous System</p> <ol style="list-style-type: none"> 1. Amphetamines <ol style="list-style-type: none"> a. Benzedrine b. Dexedrine c. Methedrine d. Biphetamine 2. Anti-depressants <ol style="list-style-type: none"> a. Ritalin b. Elavil 3. Natural stimulants <ol style="list-style-type: none"> a. Caffeine b. Cocaine 4. Immediate effects <ol style="list-style-type: none"> a. Hypersensory activity 5. Long-range effects <ol style="list-style-type: none"> a. Habituation b. Addiction 6. Medical uses <ol style="list-style-type: none"> a. Stimulate heart b. Treat narcolepsy c. Curb appetite d. Relieve depression 7. Recognizing abusers 	<p>The student:</p> <ol style="list-style-type: none"> II. Lists a medical use of stimulants, depressants, and opiates. 	<ol style="list-style-type: none"> II. Student panel develops ways to cope with problems and achieve goals without drugs. (Examples: feeling good, controlling weight, performing athletically, being accepted by peers, relaxing) II. Students prepare reports on benefits of drugs to society. II. Construct a word scramble containing beneficial drugs.

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>D. Opiates</p> <ol style="list-style-type: none"> 1. Opium 2. Morphine 3. Heroin 4. Codeine 5. Immediate effects <ol style="list-style-type: none"> a. Reduces sensory response b. Induces sleep 6. Long-range effects <ol style="list-style-type: none"> a. Habituation b. Addiction 7. Medical uses <ol style="list-style-type: none"> a. Pain killer 8. Recognizing abusers <p>E. Over-the-counter drugs (patented or proprietary compound)</p> <ol style="list-style-type: none"> 1. Analgesics 2. Cold medicines 3. Diet aids <p>F. Treatment/rehabilitation</p> <ol style="list-style-type: none"> 1. Counseling 2. Therapeutic communities 3. Crisis intervention 4. Law enforcement programs 5. Other services 	<p>The student:</p> <p>II. Names two treatment/rehabilitation programs related to drug abuse.</p>	<p>II. From a list of drugs, students underline those used most often in medicine.</p> <p>II. Lecture on narcotics.</p> <p>II. Invite a pharmacist to speak to class.</p> <p>II. Students relate experiences of reactions to medicines.</p> <p>II. Students prepare reports on treatment/rehabilitation programs.</p> <p>II. Invite a speaker from a treatment program or mental health unit.</p> <p>II. Invite a law enforcement officer to speak on laws, programs and relationship of drug abuse to crime.</p> <p>II. Quiz Bowl: Divide a class into two groups. Each side prepares questions concerning drugs to ask other team. Each correct answer gets one point. Winning side receives prizes or awards.</p>

CONTENT OUTLINE	STUDENT OBJECTIVES	ACTIVITIES TO ACHIEVE STUDENT OBJECTIVES
<p>6. Programs</p> <ul style="list-style-type: none"> a. Synanon b. Detoxification and chemical dependence units c. Mental health units <p>III. Drugs and the Law (See Table I.)</p> <p>505</p>	<p>The student:</p> <p>III. Identifies legal aspects of the sale and/or use of illegal drugs.</p> <p>250</p>	<p>506</p>

TABLE I

SCHEDULE	POTENTIAL FOR ABUSE	MEDICAL USE	PRODUCTION CONTROLLED	EXAMPLES	MAXIMUM PENALTIES FOR ILLEGAL	
					MANUFACTURING DISTRIBUTION	POSSESSION
I	High	None	Yes	Heroin, marijuana, THC (tetrahydro- cannabinol). LSD, mescaline: generally, opiates, opium derivatives and hallucinogenic substances	Narcotics- 1st offense 15 yrs./\$25,000/ 3 yrs. 2nd and more offenses 30 yrs./\$50,000/ 6 yrs.	1st offense 1 yr./\$5,000 2nd offense 2 yrs./\$10,000 For first offense probation may be given.
II	High	Yes	Yes	Morphine, cocaine, methadone, seco- barbital, metha- qualone, all amphetamines	Nonnarcotics- 1st offense 5 yrs./\$15,000/ 2 yrs. 2nd offense 10 yrs./\$30,000	Penalties for possession are all the same for all schedules
III	Some less than drugs in I and II	Yes	No	Nonamphetamine type stimulants some barbiturates some narcotic	1st offense 5 yrs./\$15,000/ 2 yrs. 2nd offense 10 yrs./\$30,000/	
IV	Low, less than drugs in III	Yes	No	Barbital, chloral hydrate, mepro- bamate, pheno- barbital	1st offense 3 yrs./\$10,000/ 1 yr. 2nd offense 6 yrs./\$20,000/2 yrs.	
V	Less than drugs in IV	Yes	No	Compounds, mixtures and preps with low amounts of narcotics	1st offense 1 yr./\$5,000/none 2nd offense 2 yrs./\$10,000/none	

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511

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Materials available free on loan from
Food and Drug Administration
New Orleans, Louisiana

Video Cassette of Color (free to loan) 19:20 min.
"Safe and Effective" (Consumer Version)
U. S. Food and Drug Administration of DHEW
4298 Elysian Fields Avenue
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"What About Food Additives"
Videotape of 4:45 min./color

"Life American Style"
Videotape of 9:22 min./color

"The Consumer Sting"
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